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ABSTRACT

This document consists of the four 2003 issues of a newsletter disseminating information on the Society for Research in Child Development (SRCD) and providing a forum for important news, research, and information concerning advancement in child growth and development research. Each issue of the newsletter includes announcements and notices of conferences, workshops, position openings, fellowship, and member obituaries. The January issue summarizes meetings of the Consortium for Social Science Associations and the Human Development and Public Policy Consortium, and features the article: "Developmental Psychology and the Argument for School Desegregation." The April issue features the following articles: (1) "Social Policy, Research, and SRCD"; and (2) "Perspectives on Policy and Research: News from SRCD Fellows." The July issue includes the articles: (1) "The Role of Research in Philanthropy," and (2) "Head Start: Where We're At." The October issue presents new SRCD policy on Web publications, and features the following articles: (1) "Funding Child Development Research"; and (2) "Children Living with Terrorism." (HTH)

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Society for Research in Child Development Newsletter, 2003.

Pamela Trotman Reid, Editor
Bridget Ehart, Managing Editor

Society for Research in Child Development
University of Michigan

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 46, Number 1 January 2003

Notes from the Executive Officer...

Summary of the COSSA and the Human Development and Public Policy Consortium Meetings

From my Fall travels, I have chosen two of the meetings I attended to highlight in this column. COSSA, the Consortium for Social Science Associations, celebrated its 20th anniversary a year ago and SRCD has been a member since its beginning. The second, the Human Development and Public Policy Consortium, is new, and held its second meeting this Fall.

Almost all the major behavioral and social science associations are members of COSSA. It is an advocacy organization, and its mission includes representing the interests of the relevant sciences, educating federal officials about the social/behavioral sciences, and producing a newsletter (biweekly) and occasional congressional briefings. Many of these have relevance to developmental issues. For example, in May 2002, the topic of the briefing was Welfare, Children, and Families: Results from a Three City Study. The speakers were Ronald Angel (University of Texas), Lindsay Chase Lansdale (Northwestern), Andrew Cherlin (Johns Hopkins) and Robert Moffitt (Northwestern). The transcript of the proceedings is available through www.cossa.org.

At the November annual meetings of COSSA in Washington, D.C. the agenda consisted of several speakers who addressed matters of interest and concern to

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Focus on...

Developmental Psychology and the Argument for School Desegregation

Melanie Killen, *Professor of Human Development, Associate Director, Center for Children, Relationships, and Culture University of Maryland*

I was an expert witness in a school desegregation case in Lynn, Massachusetts, last spring. This came about because I went to a conference in Washington, D.C. two years ago sponsored by the Department of Justice. The meeting was with civil rights lawyers and social scientists; the goal was to discuss how lawyers and social scientists could exchange information relevant for school desegregation cases. It was a small meeting, 25 or so, and Janet Reno, then Attorney General, was present for part of it. Surprisingly, I was the only developmental psychologist. The other social scientists were political scientists and experts in school desegregation cases. A few minutes before the meeting began, my former dean, Bill Hawley, who invited me to attend, asked me to say a few words about my recent research on how children and

(cont. on p. 3)

Mark Your Calendar!

Feb	
14	Deadline for Special & Preconference Event Scheduling **Earlybird** Biennial Meeting REGISTRATION deadline - to receive a program book by mail
15	Application deadline for Millenium Fellows Program
Mar	
15	Deadline for Biennial Meeting Childcare Applications available on the SRCD website
23	Deadline for Biennial Meeting HOUSING
28	Biennial Meeting Preregistration deadline
Apr	
17	Audio Visual Equipment Reservation Deadline

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PROGRAM COMMITTEE REPORT

Brett Laursen & Erika Hoff
Program Committee Co-chairs

The volume of submissions and the size of the program continue to grow. For the 2003 meetings in Tampa, the number of submitted items, including posters, symposia, and all other formats was 3,478, compared to 3,320 for the Minneapolis meeting. Posters constituted the largest category, with 3,013 submissions, and paper symposia the second largest, with 348 submissions. The submitted portion of the program will include over 2,400 posters, 250 paper symposia, 38 electronic posters, 20 poster symposia, and 18 discussion hours.

These meetings marked the advent of new online submission and review procedures. Most submissions (94.2%) and all reviews were handled online. By all accounts, these new procedures were a success. Kudos to the staff in Ann Arbor who performed this remarkable feat on our behalf. In another change, panel chairs were given greater responsibility in terms of determining the program content. As in the past, all submissions received at least two reviews; this year, panel chairs also had the option of soliciting ad hoc reviews from outside their panel's membership if they felt that was necessary to insure expert review. Panel chairs made the final decisions about poster acceptance. For formats other than posters, acceptance was determined by cut scores, which were approved by the program committee. Cut scores were computer generated, with the goal of minimizing differences across panels in acceptance rates while accepting as many submissions as the space could accommodate. Nonetheless, acceptance rates varied from panel to panel because the distribution of review scores varied. Panel chairs were given the opportunity to appeal submissions that failed to meet these admittedly somewhat arbitrary cut scores.

Across formats, the average acceptance rate was 78.7%, with variations as a function of format and review panel. The average acceptance rate for posters was 79.9 % with a range across panels from 72.8 % to 88.5%. For paper symposia the acceptance rate was 72.1% with a range across panels from 50% to 80%.

We look forward to seeing you in Tampa in 2003. The Tampa Bay area is usually warm and sunny during the spring. Most attractions will require a rental car and a half day to visit, so please plan accordingly. We do encourage you to resist the warm weather to attend the meetings Thursday afternoon through Sunday morning. The meeting facilities in Tampa are extraordinary. Indeed, for the first time in recent years, SRCD has solved the problem of insufficient seating at symposia. By our calculations, seats will be available should every single registrant decide to attend symposia. Most of the rooms are very large. Indeed, we do not anticipate that any rooms will be filled to capacity, so you can look forward to attending the symposium of your choice and enjoying a seat for the duration.

We would like to gratefully acknowledge the contributions of the entire Program Committee: Roger Bakeman, Cathryn L. Booth, W. Andrew Collins, Sandra Graham, Brenda Jones Harden, Grazyna Kochanska, Jin Li, Kathleen McCartney, Charles A. Nelson, and Paige H. Fisher; and the invaluable assistance of Thelma Tucker, Pat Settimi, and the rest of the Ann Arbor staff. The full program will be available online in January 2003. A list of the invited program was included in the October issue of *Developments*, and due to space limitations, we ask that you visit the SRCD website for more information. Listed below are the invited program, special events planned for the celebration of SRCD's 70th Anniversary, and SRCD committee presentations.

Erika Hoff
Program Co-chair

Invited Addresses

Convention Center Ballroom A, Thursday, 12:30 PM - 2:20 PM
"Nested Designs: Challenges and Insights From the Project on Human Development in Chicago Neighborhoods" by Felton Earls

Convention Center Ballroom A, Thursday, 2:30 PM - 4:20 PM
"Language Is No Mirror of Our Thought" by Lila Gleitman

Convention Center Ballroom A, Friday, 1:30 PM - 3:20 PM
"Why Should One Study Neonates? Species-Specific Processes and the Modular Organization of Learning" by Jacque Mehler

Convention Center Ballroom A, Saturday, 10:00 AM - 11:50 AM
"What Makes Humans Smart?" by Elizabeth Spelke

Convention Center Ballroom D, Saturday, 2:00 PM - 3:50 PM
"Infants' Physical World" by Renée Baillargeon

Convention Center Ballroom A, Saturday, 4:00 PM - 5:50 PM

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FOCUS ON...(CONT.)

School Desegragation (cont. from p. 1)

Melanie Killen

adolescents evaluate the wrongfulness of exclusion and discrimination based on gender and race. I had not prepared anything because I had assumed that I would be a passive observer.

What began as a 5-minute talk turned into a 2-hour discussion. The civil rights lawyers wanted to know about our research on how children and adolescents evaluate gender and racial exclusion as well as current findings in the areas of developmental social cognition, intergroup attitudes, and racial biases. Based on this extended discussion, Richard Cole, the Assistant Attorney General for the Commonwealth of Massachusetts (and Senior Counsel for Civil Rights & Civil Liberties), asked me to serve as an expert witness in his upcoming school desegregation case in Lynn, Massachusetts. He said that it was time for lawyers to bring in the developmental evidence when arguing for school desegregation. *Apparently, this has never been done*. Typically, expert witnesses come from political science or school desegregation research fields but not developmental psychology. The need for developmental evidence stems from changing political viewpoints about desegregation cases. Over the past 15 years, as the federal courts moved away from desegregation remedies, many state and local governments have turned to voluntary plans (using race as a consideration when asking for out-of-district transfers) to maintain integration in their schools. Voluntary plans to desegregate are now under attack because race is taken into consideration, even though it's done to avoid racial isolation or imbalance.

Research in developmental psychology has shown that integration is beneficial for all children because interacting with kids who are racially and ethnically different from yourself contributes in a positive way to understanding the wrongfulness of exclusion, and for fostering social cognitive development, moral development, and positive intergroup attitudes. Further, the earlier, the better, because stereotypes get quite entrenched and are hard to change by adolescence and adulthood.

> **"it was time for lawyers to bring in the developmental evidence when arguing for school desegregation"**

In order to prepare for the trial, Jack Dovidio, a social psychologist, and I made several trips to Lynn, Massachusetts to conduct systematic and extensive observations and interviews in the public schools. We conducted observations of children, teachers, and staff, and interviewed children, lunch aides, counselors, principals, football coaches, athletic directors, librarians, parents, and administrators. Our observations and interviews revealed that integration was working very well; there were positive intergroup interactions at all levels of schooling (for example, adolescents from different ethnic backgrounds sat *together* in the cafeteria, contrary to many other reports from places around the country).

Serving as an expert witness was an extraordinary experience. The case was tried in the Federal Courthouse in Boston. Richard Cole, who was defending the voluntary desegregation plan in the Commonwealth of Massachusetts, conducted the direct examination, and a lawyer for the plaintiffs conducted the cross-examination. We communicated the idea that children, from all backgrounds, benefit from being in positive and diverse environments. As the social psychologists have demonstrated, however, intergroup contact alone is not enough to reduce prejudice. A number of conditions have to be met and these include: common goals, authority sanctioning of intergroup interactions, cooperative exchanges, and personalized interactions. When these conditions are met (or partially) the result can be very positive. This is what we witnessed in Lynn, Massachuetts. The closing arguments for the case are scheduled to begin on December 13, 2002. Reporters covering this case expect it to go to the U.S. Supreme Court.

The most relevant aspect of this experience for developmental psychologists is that we have a history of research findings that bear on school desegregation cases. Yet, until very recently, these findings have not been used by trial lawyers to make the case for integration. Because it has become increasingly difficult to argue for desegregation on the grounds that past wrongs (segregation) have to be undone, our research is relevant for making the argument from a developmental viewpoint. Arguing for integration is not just about undoing historical wrongs, it's about creating positive and racially diverse learning environments for children for now and for the future.

Acknowledgements

Richard Cole is the Senior Counsel for Civil Rights & Civil Liberties and the Assistant Attorney General for the Commonwealth of Massachusetts for the Lynn, Massachusetts case. John Dovidio, Colgate University, a social psychologist, and Gary Orfield, Harvard University, a political scientist, were also expert witnesses. I would like to thank Stephen Thoma for suggesting that I write this article.

MORE ON PROGRAM COMMITTEE REPORT

(cont. from p. 2)

"Globalization and Child Development: The Research Agenda" by Marcelo M. and Carola Suárez-Orozco

Convention Center 22-23, Saturday,
4:00 PM - 5:50 PM
"Trust and Socioemotional Development" by Lea Pulkkinen

Master Lectures

Convention Center Ballroom D, Thursday,
12:30 PM - 2:20 PM
"Cognitive Integration in Adolescence: The Next Sensitive Period" by Daniel P. Keating

Convention Center Ballroom A, Thursday,
4:30 PM - 6:20 PM
"Gray Matters: A Neuroconstructivist Perspective on Cognitive Development" by Charles Nelson

Convention Center Ballroom A, Saturday,
8:00 AM - 9:50 AM
"Competence and Psychopathology in Development" by Ann Masten

Marriott Ballroom IJ, Saturday,
10:00 AM - 11:50 AM
"Wobbles, Bumps, and Sudden Jumps: Views and Methods in the Study of Developmental Transitions" by Paul van Geert

Convention Center Ballroom D, Saturday,
12:00 PM - 1:50 PM
"Critical Periods in Language and Other Domains: A Computational Perspective" by Mark Seidenberg

Convention Center Ballroom A, Saturday,
2:00 PM - 3:50 PM
"Less Guilty by Reason of Adolescence: A Developmental perspective on youth and the Law" by Laurence Steinberg

Symposia

Convention Center 18-19, Thursday,
12:30 PM - 2:20 PM
"Children and Political Violence" chaired by Ed Cairns and Gary Ladd
The 2003 Lawrence Frank Symposium
Presenters: **Andrew Dawes, Raija-Leena Punamäki, Michael Wessells**, and **William Yule**

Convention Center 13, Thursday,
12:30 PM - 2:20 PM
"Language and Literacy in Bilingual Children: The Miami Experience" chaired by Rebecca E. Eilers and D. Kimbrough Oller
Presenters: **Rebecca E. Eilers, Alan Cobo-Lewis, Virginia C. Mueller Gathercole, Barbara Zurer Pearson**
Discussant: **Erika Hoff**

Convention Center Ballroom D, Thursday,
2:30 PM - 4:20 PM
"Developmental Research With Latinos in the United States: Conceptual and Methodological Issues" chaired by Cynthia Garcia Coll
Presenters: **Robin Harwood, Leslie Reese, Raymond Buriel**, and **Pablo Chavajay**
Discussants: **Marlene Zepeda** and **Cynthia Garcia Coll**

Convention Center Ballroom A, Friday,
8:30 AM - 10:20 PM
"New Directions in Personality Development Theory and Research" chaired by William G. Graziano
Presenters: **Charles F. Halverson, Jr., Rebecca Shiner, Cornelis Van Lieshout**, and **Louis Goldberg**

Marriott Ballroom IJ, Friday,
8:30 AM - 10:20 AM
"Peer Aggression and Victimization in Schools: Rethinking Context, Culture, and Ethnicity" chaired by Sandra Graham
Presenters: **Kenneth Dodge, Nancy Guerra, Olivia Pillado, Jaana Juvonen, Adrienne Nishina**, and **Rolf Loeber**
Discussant: **Cynthia Hudley**

Convention Center 22-23, Friday,
8:30 AM - 10:20 AM
"Nurturing and Nourishing the Developing Brain" chaired by Betsy Lozoff and **Theodore D. Wachs**
Presenters: **Michael Georgieff, Maureen Black**, and **Margaret Bentley**

Convention Center Ballroom A, Friday,
10:30 AM - 12:20 PM
"Developmental Psychopathology in the Postgenomics Era" chaired by Robert Plomin
Presenters: **Ian W. Craig, Philip Asherson, John C. DeFries**, and **Anthony Bailey**

Convention Center Ballroom A, Saturday,
12:00 PM - 1:50 PM
"Evidenced-Based Reading Reform: Opportunities and Dangers" chaired by Robert E. Slavin and Steven Yussen
Presenters: **Michael Pressley, John Baron**, and **Steve Fleischman**

Convention Center Ballroom D, Friday
8:30 AM - 10:20 AM
SRCD 70th Anniversary Event:
"Development of Children of Color: Reflections on Past Research and Directions for Future Research" chaired by Ellen Pinderhughes

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Biennial Meeting Events

Two events scheduled for the 2003 SRCD Biennial Meeting in Tampa—open to all meeting attendees— that require registration (limit 100 participants):

Friday, April 25, 2003, 7:00 AM – 8:30 AM, Marriott 9

"Breakfast With the Funders: Funding Opportunities for Child Development Research From the National Institutes of Health"

Saturday, April 26, 2003, 7:00 AM – 8:30 AM, Marriott 9

"Junior Investigator Research Breakfast," sponsored by the National Institute of Mental Health

Please contact Amy Debrecht (adebrech@umich.edu or 734-998-6578 ext. 111) at SRCD Central for information and to sign up for these events.

REPORT FROM SRCD WASHINGTON OFFICE

Human Research Protections

Rebecca Goodman
Office of Policy & Communication

Policy surrounding human research protections is one of the top concerns for the OPC and I want to alert you to some of the changes that have recently occurred. Dr. Greg Koski, Director of the Office for Human Research Protections (OHRP) resigned from his position in October. He served as the official liaison between the National Human Research Protections Advisory Committee (NHRPAC) and the government.

Two years ago, NHRPAC was formed with a mission to examine the current status of human research protections and to make recommendations for improvement. While the 17 members of NHRPAC worked on reports with specific recommendations, the charter for the committee was allowed to expire this summer. NHRPAC members were writing on topics such as children as research subjects and the status of third parties when referenced by human subjects. Key reports the NHRPAC members were working on remain unfinished. This group had the important role of advising the Secretary of HHS and the Director of OHRP.

In its place, the Administration has created a new committee to report on human research protections. The Secretary's Advisory Committee on Human Research Protections (SACHRP) was chartered this fall with fewer members (11) and a higher budget. Of special note, the mission of the committee has changed to include embryos and fetuses.

As the SACHRP has not yet named members it is hard to say how this committee will be used to influence policy relating to the protection of human research subjects. Advocacy groups wrote letters and sent in recommendations to include strong scientists on the committee. These nominations were to be reviewed the last week in November. SRCD also provided names of expert scientists in the social and behavioral sciences. The Washington Post reported that Mildred Jefferson, a doctor who helped found the National Right to Life Committee, is one of the experts HHS officials hope will serve on the new committee. No other members have as yet been mentioned.

Rebecca Goodman

What do these changes mean?

Two changes are important to watch for. First, as committee members are named, it is important to review their qualifications as scientists and their ability to view science distinctly from personal religious and moral views. If the committee members are able to do this, the SACHRP should be able to work to improve human research protections regardless of the personal views of its members. Second, with the changes in SACHRP's mission (inclusion of embryos and fetuses), it is essential to watch how the committee advises the government and Secretary on issues not covered under federal regulations.

While the OPC continues to advocate for appropriate protection of human research subjects in the behavioral and social sciences, it is important for our members to understand the changes that are occurring in the government, and to understand their implications. Members of the new SACHRP have not yet been named, neither has a new Director of OHRP. These announcements will play a significant role in how our members conduct their research in coming years. The new charter of SACHRP can be viewed at http://ohrp.osophs.dhhs.gov/sachrp/sachrp.htm

The OPC is very excited to welcome Mary Ann McCabe as the new Director of the Office for Policy and Communications. Dr. McCabe received her Ph.D. in Clinical Psychology from Catholic University of America and has spent the past 15 years at Children's National Medical Center. We look forward to Dr. McCabe beginning full time with the OPC in February 2003. Her experience and expertise will be beneficial to all members as she represents SRCD's policy interests in the years to come.

Donate an old computer

Established in 1992, *Computers 4 Kids* is an award-winning non-for-profit community technology center whose primary goals are: To distribute affordable Internet-capable computers to families, schools, and organizations, and to cost-effectively utilize technology, donated and new, to help achieve educational, economic and social gains for learners. Most donations are within the State of Connecticut. Contact information: http://www.c4k.org

PSYCHOLOGICAL STUDIES

20 Studies that Shook Up Child Psychology

Wallace E. Dixon, Jr.
Heidelberg College

It's probably a truism to say that scientific advances rarely come about as a result of a bunch of scientists sitting around the dinner table nodding in amicable agreement about the latest scientific findings. Instead, scientific progress is usually the product of considerable debate, disagreement, and even downright contentiousness between the scientists.

Occasionally, the results of a study are viewed by the scientific community to be so preposterous that they must be wrong. At other times, it's not the results that are controversial, but the interpretations of them made by the author. Still, in either case I suppose science benefits because the surrounding controversy stimulates additional research, even if said research is designed for the sole purpose of contradicting the original, controversial work.

In an effort to compile a list of the most controversial child psychological investigations, I surveyed SRCD doctoral-level members about which studies they regard as "Most Controversial" in the field of child psychology. I defined controversial studies as those "that resulted in a great deal of conflict in some venue or forum," and that might have "caused controversy among child developmental researchers and theorists" or "between the child development research community and the lay public."

Based on SRCD member responses, the Rank Ordered List of the 20 Most Controversial Studies Published since 1950 are:

Wallace E. Dixon, Jr. and daughter Rachel

1) Herrnstein, R.J., & Murray, C. (1994). *The Bell Curve.* New York: Free Press.
2) Jensen, A. (1969). How much can we boost IQ and scholastic achievement? *Harvard Educational Review, 39,* 1-123.
3) Belsky, J. (1988). The "effects" of infant day care reconsidered. *Early Childhood Research Quarterly, 3,* 235-272.
4) Gilligan, C. (1982). *In a Different Voice: Psychological theory and women's development.* Cambridge, MA: Harvard University Press.
5) Harris, J.R. (1998). *The Nurture Assumption: Why children turn out the way they do.* New York: Free Press.
6) Skinner, B.F. (1957). *Verbal Behavior.* New York: Appleton-Century Crofts.
7) Melzoff, A.N. (1977). Imitation of facial and manual gestures by human neonates. *Science, 198,* 75-78.
8) Scarr, S. (1992). Developmental theories for the 1990s: Development and individual differences. *Child Development, 63,* 1-20.
9) Klaus, M.H., & Kennell, J.H. (1983). *Parent-infant Bonding.* St. Louis, MO: Mosby.
10) Scarr, S. & Weinberg, R.A. (1976). IQ test performance of black children adopted by white families. *American Psychologist, 31,* 726-739.
11) Bell, S.M., & Ainsworth, M.D. (1972). Infant crying and maternal responsiveness. *Child Development, 43,* 1171-1190.
12) Baillageon, R. (1987). Object permanence in 3.5- and 4.5-month-old infants. *Developmental Psychology, 23,* 655-664.
13) Stevenson, H.W., Chen, C., & Lee, S.Y. (1993). Mathematics achievement of Chinese, Japanese, & American children: Ten years later. *Science, 259,* 53-58.

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2003 BIENNIAL MEETING PRECONFERENCE EVENTS

Sign Language Acquisition: Typical and Atypical Development

This SRCD pre-conference opens with a keynote address by Dr. Rachel Mayberry (McGill University), followed by six short research reports from leading researchers studying sign language acquisition with typical and atypical learners. Dr. Dan Slobin will provide a short wrap-up commentary. Contact person for registration: Dr. Jenny Singleton, singletn@uiuc.edu. Dr. Esther Dromi is also a coordinator of the pre-conference event. See website for details http://www.ed.uiuc.edu/signlanguageconference/.

SRCD Public Policy and Policy Fellows Reception

SRCD's Office for Policy and Communications invites all current and former SRCD Policy Fellows to a reception celebrating the continued success of our fellowship program. Please join SRCD staff in congratulating our many fellows on their active involvement in the policy arena. Contact: Rebecca Goodman rgoodman@apa.org .

Using Others' Data for Developmental Research

The Murray Research Center is a data archive with special emphases on longitudinal and open-ended, qualitative data. This workshop will introduce participants to the use of existing data and the resources the Murray Center provides. Contact: Erin Phelps erin@radcliffe.edu and Jacquelyn James, Murray Research Center, Radcliffe Institute of Advanced Study, Harvard University (617-495-8140).

Division 7 – APA Executive Committee Meeting

This meeting constitutes the winter meeting of the Executive Committee of Division 7, APA. Contact: Arlene Walker-Andrews arlenewa@rci.rutgers.edu

Junior Investigator's Breakfast

The junior investigator's breakfast is an opportunity for early career researchers to find out about opportunities for funding at the National Institute of Mental Health (NIMH). After a presentation on the research mechanisms most appropriate for early career development, there will be time available for discussions with NIMH program staff on current research priorities and initiatives in children's mental health. Contact: Cheryl Boyce cboyce@mail.nih.gov.

Continuing Education Training Workshops

Continuing Education Unit (CEU) Training Workshops will be provided by the University of South Florida Department of Psychology. Please see our website for more information (www.cas.usf.edu/psychology). Contact: Vicky Phares phares@luna.cas.usf.edu.

SRCD Conversation Hour on the Nature and Meaning of Middle Childhood

Co-chairs: Libby Balter Blume and Mary Jo Zembar. This session is designed to encourage an open discussion among all interested SRCD conference participants with **Gerald Adams, Vincent Anfara Jr., Mary Eberly, Ray Montemayor, and Anne Petersen** on current conceptualizations of middle childhood.

8th Biennial Preconference of the Black Caucus of SRCD: "Where We've Been and Where We're Going: A History of Research on Black Children."

The Black Caucus of SRCD will host its 8th biennial Pre-conference on April 23-24, 2003. Contact Aline M. Garrett at aline@louisiana.edu for additional information

2003 Adult Development Symposium

The 18th Annual Adult Development Symposium of the Society for Research in Adult Development. This year's themes include the status of adult developmental stages, possibilities of different stages for different domains and other positive adult and life-span developmental topics from an interdisciplinary perspective. For details, Contact: admin@adultdevelopment.org or visit http://www.adultdevelopment.org/.

Peer Relations Preconference

This full-day event is scheduled for Wednesday, April 23, 2003, with morning and afternoon sessions. Researchers, postdoctoral fellows, and advanced graduate students who have already begun a program of research in peer relations are invited to attend. Registration is required. For

(cont. on p. 14)

POSTDOC OPPORTUNITY

Developmental Research Postdoc

University of California, Santa Cruz

Two-year postdoctoral traineeship (post-PhD) in NIH-funded developmental research training program, to begin Summer or Fall 2003. The trainee will develop research of mutual interest with program faculty, focusing on cultural, interpersonal, and individual processes involved in human development in diverse communities and in institutions such as families, schools, and museums. Faculty: Akhtar, Azmitia, Callanan, Cooper, Gibson, Gjerde, Harrington, Leaper, Rogoff, Tharp, Thorne. Send vita, statement of research interests and career goals, and reprints, and request at least three recommendations to be sent to: Barbara Rogoff, Postdoc Search, 277 Social Sciences 2, University of California, Santa Cruz, CA 95064. Applications will be considered March 1 and until filled. Applicants from underserved minority groups are especially encouraged to apply.

PROGRAM COMMITTEE REPORT (CONT.)

(cont. from p. 4)

Brett Laursen
Program Co-chair

SRCD Sponsors: *History Committee, Policy & Communications Committee, Committee on Ethnic & Racial* **Issues, SRCD Black Caucus**
Presenters: **Vonnie McLoyd, Teresa LaFromboise, Cynthia Garcia Coll,** and **Ruby Takanishi**
Discussant: **Richard M Lerner**

Convention Center 18-19, Saturday, 12:00 PM - 1:50 PM
***SRCD 70th Anniversary Event:* "Does Character Count? Theories of Male Adolescence From the Field" by Jay Mechling**, Sponsored by *SRCD History Committee*

Convention Center Ballroom D, Saturday 4:00 PM - 5:50 PM
***SRCD 70th Anniversary Event:* "Science and Policy in the Study of Child Development: Reflections on the History of SRCD" chaired by Joan Grusec**, Sponsored by *SRCD History Committee*
Presenters: **John Hagen , Glen H Elder, Robert N Emde, Willard Hartup, Mavis Hetherington, Frances Degen Horowitz, Eleanor Maccoby, Sandra Scarr , Julius Richmond,** and **Michael Rutter**

Symposia Organized by SRCD Committees

Convention Center 18-19, Saturday, 8:00 AM - 9:50 AM
"Developmental Perspectives on Educational Success" chaired by Vivian Gadsden, *Sponsored by SRCD Policy & Communications Committee*
Presenters: **Oscar Barbarin, Susan Fuhrman, Diane Scott-Jones, Robert Slavin**
Discussants: **Martha Zaslow** and **William Darity**

Convention Center Ballroom D, Sunday, 8:00 AM - 9:50 AM
"Explaining Dynamic Systems and Functionalist Approaches to Emotion" chaired by Joseph J. Campos,

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FELLOWSHIP OPPORTUNITY

Neuroscience, Behavior, Genetics, Emotion, or Education
John F. Kennedy Center for Research on Human Development, Vanderbilt University

The John F. Kennedy Center for Research on Human Development at Vanderbilt University announces the availability of full-time, non-faculty, Research Fellow positions. The purpose is to encourage young researchers to join a laboratory whose efforts are focused on the advancement of understanding disorders that affect human development and to conduct empirical research on mental retardation, developmental disabilities, and related basic science mechanisms. The Kennedy Center's research programs focus on basic and clinical studies of disorders of Communication and Learning, Mood and Emotion, and Developmental Neurobiology and Plasticity. Candidates with strong academic records are encouraged to apply.

Applicants may identify a Vanderbilt University faculty sponsor who is a member of the Kennedy Center and who can serve as their mentor. Applicants may also apply directly, specifying the program in which they are interested. Applicants must submit a statement of research goals (1-2 pages), current vitae, three letters of recommendation, and a statement from the proposed research mentor indicating support for the appoint. The 12-month appointment is renewable for a second year upon satisfactory review. Application materials should be sent to: Kennedy Center Research Fellow Search, Vanderbilt University, ATTN: Dr. Stephen Camarata, Peabody Box 74, 230 Appleton Place, Nashville, TN 37203-5701. Review of applications will begin January 15, 2003.

Potential candidates are urged to examine the Kennedy Center's web site http://www.vanderbilt.edu/kennedy to learn more about the types of research activities taking place. Inquiries: please contact Stephen Camarata at stephen.m.camarata@vanderbilt.edu.

Vanderbilt University is committed to principles of equal opportunity and affirmative action.

MEMBERS IN THE MEDIA

The **SRCD *Office for Policy and Communications*** is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are submissions by our members and are presented according to affiliation, name and date of the media coverage, and title or brief description of the topic:

- **Kim Burgess, University of Maryland at College Park and Children's National Medical Center**: *Fox 5 (WTTG) of Washington, DC*, September 10, 2002: "Children's Back to School Fears and 9/11 Anxieties."
- **Lorinda Camparo, Whittier College**: *The Orange County Register*, July 21, 2002: "The Slaying of Samantha Runnion: A Haunting Verdict."
- **Lorinda Camparo, Whittier College**: *ABC World News Tonight*, July 22, 2002: Children as witnesses.
- **Lorinda Camparo, Whittier College**: *ABC Good Morning America*, July 23, 2002: Children as witnesses.
- **Stephen Juan, University of Sydney**: *The Daily Telegraph (Sydney)*, September 4, 2002: The impact on children of TV war footage.
- **Stephen Juan, University of Sydney**: *Sunrise, Channel 7 TV Network (Sydney)*, September 12, 2002: What can parents do to protect children from the trauma of September 11th TV footage?"
- **Stephen Juan, University of Sydney**: *Today Tonight, Channel 7 TV Network (Sydney)*, September 26, 2002: Safety with children in cars.
- **Stephen Juan, University of Sydney**: *The Daily Telegraph (Sydney)*, October 4, 2002: Children coping with Australia's big drought.
- **Stephen Juan, University of Sydney**: *The Sunday Telegraph (Sydney), Body+Soul*, October 20, 2002: Are children now forced to mature earlier?
- **Melanie Killen, University of Maryland**: *Teaching Tolerance Magazine*, Fall No. 22, 2002: A developmental psychologist investigates children's reasoning about fairness and exclusion.
- **Melanie Killen, University of Maryland**: *American School Board Magazine*, October 2002: Defining diversity.
- **Tovah Klien, Barnard College**: *Sacramento Bee*, September 4, 2002: How we've changed – Kids Show Ability to Heal, but most haven't forgotten the attacks, experts say.
- **Tovah Klien, Barnard College**: *New York Times*, September 10, 2002: "How Brain and Spirit Adapt to a 9/11 World."
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *Midday with Kim Jeffreys, WCCO Radio*, October 15, 2002: "Lying."
- **Suniya Luthar, Columbia University**: *Boston Globe*, October 7, 2002: "Early pressures tied to drug abuse."
- **Suniya Luthar, Columbia University**: *Journal Sentinel*, October 14, 2002: "Study finds rich teens use drugs more."
- **Suniya Luthar, Columbia University**: *Corpus Christi Caller-Times*, October 9, 2002: "Drug abuse among rich kids grows."
- **Irwin Sandler, Arizona State University:** *USA Today*, October 16, adjustment problems."

We strongly encourage all members to report recent noteworthy mentions in local, state, or national magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Information may be mailed, e-mailed, or faxed to the Office for Policy and Communications at:

Rebecca Goodman
SRCD Office for Policy and Communications
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5953 *fax*
srcd@apa.org

RESEARCH FUNDING OPPORTUNITIES

W. T. Grant Scholars Awards

Each year the William T. Grant Foundation awards up to $300,000 ($60,000 per year for five years) to each of five post-doctoral scholars from diverse disciplines. The awards fund research that increases the knowledge base contributing to creating a society that values young people (ages 8–25) and helps them reach their potential. Now in its 23rd year, the W. T. Grant Scholars Program promotes positive youth development by supporting: (1) Original research on youth development, (2) Evaluations and analyses of programs, policies, laws, and systems affecting young people, and (3) Original research on adult attitudes about and perceptions of young people, and on the consequences of those attitudes and perceptions.

Deadline for applications for the 2004 Awards is **July 1, 2003**. For application guidelines, including new, expanded eligibility requirements, visit **www.wtgrantfoundation.org** or contact the Foundation.

W. T. Grant Scholars Program, William T. Grant Foundation, 570 Lexington Avenue, 18th Floor, New York, New York 10022-6837. Phone: 212-752-0071,

Email: wtgs@wtgrantfdn.org

MEMOIRS

Martin Deutsch
1917 - 2002

Martin (Marty) Deutsch died on June 26, 2002 of renal failure in Norwalk, Connecticut. Born in New York City, he received both his undergraduate and graduate degrees at Columbia University. He served in the Navy from 1943 to 1945. Some of his professorial positions were at Brooklyn College, Columbia University, Fordham University, and Hebrew University. He retired as professor of early childhood education and applied psychology at the Steinhardt School of Education at New York University.

It would not be hyperbolic to state that an entire generation of American children of all races, ethnic groups, and social classes were the beneficiaries of Marty Deutsch's groundbreaking scholarship and tireless advocacy. During the early 1960s, Marty's demonstration program at the Institute for Developmental Studies in preschool education predated and was one of the antecedent projects upon which the nationwide Head Start effort was launched. When Washington policy makers convened blue ribbon panels of national experts to plan future directions for the far-reaching federal programs for poor children and families, Marty was always at the table.

Yes, middle and even upper income children and families benefited from Marty Deutsch's work in early education. How so? The rapid expansion and broad popularity of Head Start during the 1960s and 1970s captured the attention of middle and upper class parents to the importance of this period in a child's life. Some preschools for the well-to-do children were even probably modeled somewhat after Head Start. Soon afterwards, preschool became accepted as a standard for all American children regardless of social class.

Marty Deutsch was also at or near the center of the polemics that followed the publication of the article in the *Harvard Educational Review* by Berkeley psychology professor Arthur Jensen, "How Much Can We Boost IQ and Academic Achievement?" To say that Jensen's controversial article caused a flurry of anger and protest well both beyond the academic community in general and among behavioral scientists in particular would be an understatement. Marty's response was made in a later issue of the *Harvard Educational Review*, in his own article, "Happenings on the Way Back to the Forum: Social Science, IQ, and Race Differences Revisited," which he wrote as President of the Society for Psychological Study of Social Issues (SPSSI). However, the real motivation for Marty's article was his conviction that Jensen gave a misleading account of Marty's (and others') work dealing with the role of environment in stimulating intellectual development and Marty's research that demonstrated, unequivocally, the positive effects of creating compensatory and intervention programs for culturally disadvantaged children.

I was privileged to work closely with Marty Deutsch in preparing his rebuttal to Jensen. It was a dream assignment for any graduate student interested, as I was, not only in the literature on racial differences and cognitive functioning, the nature/nurture issues, but also the work required my attending many seminars and meetings with top scholars in a broad variety of disciplines; working with the Harvard Educational Review editors (also graduate students); or just immersing my body and soul for long, long hours into what was possibly one of the most important behavioral science issues in the 20th century.

Many of Marty Deutsch's writings were seminal in the sense that he was one of the pioneering behavioral scientists to describe the environmental realities of what was then called the disadvantaged child; not in pejorative or nosological terms but uniquely from an ethnographic perspective in concepts that almost took you into these children's (and their families') environments, especially in terms of the challenges they faced while entering school.

Marty's writing belonged with that special cadre of behavioral scholars, such as Urie Bronfenbrenner, Jerome Bruner, and J. McVicker Hunt, and others whose theoretical models of child development were nonlinear in describing child behavior as a confluence of multiple and diverse layers of environmental influences and factors. Said differently, Marty presented what many advocates of minority children such as Kenneth Clark have said all along "…don't portray children of poverty as victims" and "don't assume that all these children are the same!"

I will be eternally grateful for the indelible imprint that Marty Deutsch left on me. He was not only my boss at the Institute for Developmental Studies and my dissertation chairman, but also my very dear friend. Of the many things I learned from him, three of his most salient gifts to me were: 1.) Become a behavioral scientist who can associate proudly with schools and the field of education. 2.) Become a behavioral scientist who is also a social activist and advocate working closely with policy makers. 3.) Become a behavioral scientist who rejects academic parochialism and is well-versed in disciplines other than his/her own.

John R. Dill,
Deputy Chancellor,
Department of Defense

MEMOIRS

Rodney R. Cocking
1943 - 2002

Years ago at a conference, we stood in a crowded hotel lobby awaiting a meeting with Rod Cocking. Amidst the sea of frazzled faces, he appeared, with his omnipresent wonderful smile, warm and sincere greeting, funny joke, fabulous attire, and of course, the latest Coach attache. What is virtually always a dreaded aspect of our job—the endless slew of conference meetings—was transformed into a valuable and enjoyable exchange of ideas with a man willing and able to take risks, get things done, and always retain his humanity, decency, and compassion in the process.

Our friend Rodney R. Cocking died horrifically on February 22, 2002, the victim of violent crime. After being missing for two months, his skeletal remains were found in a wooded area of rural Virginia, and an arrest was made. Apparently Rod was killed by someone who owed him and others a large sum of money. As a result of these unfathomable and unbearable events, the field of developmental psychology has lost one of its staunchest and most effective supporters. Rod's friends, who truly number in the many hundreds, have lost a dear friend, an individual of extraordinary generosity and kindness.

To readers who knew only the name Rodney Cocking, it was no doubt in the context of one of the many federal agencies at which he worked. Throughout his career, Rod worked at National Institutes of Mental Health, the National Academy of Sciences, and the National Science Foundation. From the start, it was clear to those of us who knew Rod that he was destined to do great things. Choosing to focus on science policy and administration, he became one of the strongest and most influential voices for developmental science in the nation.

Rod received his PhD in developmental psychology in 1972 from Cornell University, our own department of Human Development. His first position was at Educational Testing Service, where he eventually was promoted to Director of Research and Evaluation. During his 12 years at ETS, Rod earned a reputation as someone who had a sense of where the field was headed. Along with Irving Sigel, he co-founded and edited the *Journal of Applied Developmental Psychology*, and was appointed to several prestigious advisory boards (e.g., A.A.A.S., U.S. Dept. of Education, the Piaget Society). During his final four years at ETS, Rod took a leave to be a visiting scholar at the National Institute of Education, a post he held until 1985 when he left for a post at the University of Delaware for two years. He left Delaware to assume the post of Chief of the Cognition, Learning & Memory Program at NIMH's Behavioral Science Research Branch.

It was during these years that Rod began slowly to place his signature on the field. He did this by convening workshops, special issues, and Calls for Proposals to jump-start new areas of developmental inquiry. While at NIMH, Rod became Acting Chief of the Basic Behavioral & Cognitive Sciences Research Branch, a post he held until 1994 when he left NIMH to become a Senior Program Officer at the National Academy of Sciences. While at NAS, Rod put together the Board on Behavioral, Cognitive, and Sensory Sciences, and was its first director. Then, in 1999, Rod took an intergovern-mental leave from NAS to assume the post of Program Director of the Human Cognition and Perception program at the National Science Foundation.

What the above chronology lacks is a sense of what Rod was about, professionally and personally. During his years at the various federal agencies, Rod had an impact on developmental science that is unparalleled. He launched boards and initiatives that took the field in new directions (e.g., under his aegis, NSF launched the Children's Research Initiative, the National Academy of Science assembled its prestigious Board on Behavioral, Cognitive, and Sensory Sciences, currently directed by Anne Peterson). Rod saw connections between developmental psychology and other fields—not just the usual suspects such as neuroscience and genetics, but also anthropology, physics, and life-course sociology, to name a few. One of the countless sadnesses associated with Rod's murder was a workshop on transfer of learning he was in the midst of organizing, which was eventually held several weeks after his death at NSF. Attending this workshop were researchers from developmental psychology, cognitive science, neuroscience, physics, and education. This was precisely the sort of initiative he was known for; one that is both creative and innovative and that makes connections across disciplinary boundaries.

Often those who work at the frontiers of a field are alone, take risks, come back with a chest full of arrows. Happily, this was not a problem for Rod. He was so well liked by everyone that he never seemed to run afoul of special interests. He forged new directions for our field—some of which may be unknown to SRCD members because they slowly emerged from seeds that Rod planted years ago, without stepping on toes or provoking extreme reactions. He was singularly effective in moving our field

(cont on p. 15)

NOTES FROM THE EXEUTIVE OFFICER (CONT.)

(cont. from p. 1)

the membership of SRCD. Paul Brathwaite, Policy Director of the Congressional Black Caucus (CBC), discussed the special concerns of the CBC, which currently has 38 members. A lawyer by training and well experienced in the political arena in D.C., he discussed the challenges faced by the changes in leadership in congress for the next two years. His portfolio includes both domestic and foreign policy initiatives. He presented a generally optimistic view in that the numbers and activites of the CBC have increased over the past several years. Matters of importance to the Caucus overlap with many of our concerns, including economic disparities, health coverage, and of course improving the educational system for all children, especially those who historically have not achieved at acceptable levels.

Other topics of this years's meeting included the role of behavioral science in the national efforts to counter terrorism, the new directives in the National Institute on Aging (presented by the newly appointed director, Dr. Richard Hodes), and the establishment of priorities relevant to the Social and Economic Sciences, including behavioral and cognitive sciences, within NSF (National Science Foundation). There is real optimism that the commitments to these areas that have been made will continue to receive increased attention and funding. Developmental research has been especially well represented in the portfolios of the SBE directorate of NSF and all indications are that this trend will continue.

I came away from these meetings of COSSA with renewed optimism that the behavioral sciences continue to make inroads and are treated with increasing respect in the Washington environment. It is clear that we benefit from our affiliation with COSSA and with the organizations that are a part of it. They also benefit from our involvement, as we are one of the two or three member organizations that are committed to issues concerning children, develop-mental perspectives, and improving the lives of children and families.

The Human Development and Public Policy Consortium held its first meeting at Georgetown University, hosted by Deborah Phillips and Lawrence Aber, in May, 2002. It had representatives from 16 academic institutions, as well as from SRCD and the Foundation for Child Development. The guiding principal was: how would a consortium create a sum that is greater than the parts, provide added value for individual programs, and be sufficiently rewarding and practical to sustain itself? The second meeting, held in very nice surrounds on the campus of Case-Western Reserve University Nov. 3-4, 2002, was hosted by Jill Korbin and Rick Settersten. Over 30 representatives were there from various programs and insti-tutions. The agenda focused on three issues. The first was research, and the discussion groups considered the diversity in research, in locales or settings where research is conducted, and the needs for translating research to policy in res-ponsible ways. The second was dissemination and informing policy. Here the concerns were the many different ways that findings are currently disseminated, used and misused, and ways of improving dissemination in the future. The third issue was teaching and mentoring. Issues explored included the fact that many faculty do not get involved directly in dissemination or policy, yet their students want and are expected to do so. The lack of any generally agreed up on standards in these areas was also considered. The conveners of the meeting of this Consortium will prepare summaries and recommendations that will go back to the participants and the organizations they represent. The general plan is to have feedback, editing, and revisions via email or conference calls and then the areas of consensus will be affirmed and distributed. If participants decide sufficient progress has been made, a third conference will be convened in the Spring of 2003.

I was pleased to be a part of this newly emerging group and believe that there is considerable interest and need for a consortium such as this to exist. The challenge will be to build upon the short-term activities that have occurred thus far and to move towards a longer-term vision. The quality, diversity, and commitment of the leadership and the participants bode well for the future of this new endeavor.

John Hagen

SRCD Book Authors/Editors

SRCD Members are invited to notify the **Developments Office** or editor about your new publications. These will be listed in the newsletter.

PSYCHOLOGICAL STUDIES (CONT.)

20 Studies (cont. from p. 6)

14) Kohlberg, L. (1969). Stage and sequence: The cognitive-developmental approach to socialization. In D.A. Goslin (Ed.), *Handbook of socialization theory and research*. Chicago: Rand McNally.
15) NICHD Early Child Care Research Network. (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD Study of Early Child Care. *Child Development, 68*, 860-879.
16) Bandura, A., Ross, D., & Ross, S. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology, 63*, 375-382.
17) Inhelder, B., & Piaget, J. (1958). *The growth of logical thinking from childhood toadolescence*. New York: Basic Books.
18) Straus, M.A., Sugarman, D.B., & Giles-Sims, J. (1997). Spanking by parents and subsequent antisocial behavior in children. *Archives of Pediatrics and Adolescent Medicine, 151*, 761-767.
19) Piatelli-Palmerini, M. (1980). *Language and learning: The debate between Jean Piaget and Noam Chomsky*. Cambridge, MA: Harvard University Press.
20) Bowlby, J. (1969). *Attachment and loss, Vol. 1*. New York: Basic Books.

Based on a quick scan of the content of these studies, it appears race, gender, and parenting issues generate the lion's share of controversy within the field, having been addressed by 13 of the 20 studies. But I suppose that's only fitting; since race, gender, and parenting issues occupy the lion's share of contemporary domestic and societal problems as well.

Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated.

Photographs: 300 DPI, grayscale, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker tetucker@umich.edu; 734-998-6578 for information and an order form.

JOB OPENINGS

Family Studies
Purdue University

Tenure-track positions are available at Assistant or Associate rank at Purdue University. We seek these specialties: a) unpaid work; b) links between the economy and family life; and/or c) processes of daily life in families. Successful candidate(s) will conduct and publish research, seek external funding, teach undergraduate and graduate courses, and contribute to engagement activities. Applicants should hold a Ph.D. in family studies, sociology, psychology, gerontology, or a closely related field. Strong research and teaching skills are required. Purdue University is home to an interdisciplinary program in Gerontology, and gerontologists who focus on the above topics are welcome to apply. Send vita, three letters of reference, and representative publications (hard copies only, please) to: Dr. Shelley M. MacDermid, Purdue University, Child Development and Family Studies Building, 101 Gates Road, West Lafayette, IN 47907-2020 (Phone: 765-494-6026; email: shelley@purdue.edu).

Screening begins on December 2, 2002 and continues until positions are filled. The Department of Child Development & Family Studies offers B.S., M.S., and Ph.D. degrees. Its 18 faculty members represent graduate programs in developmental studies, family studies, and marriage and family therapy. See www.cfs.purdue.edu/CDFS. We encourage minority applicants.

Purdue University is an equal opportunity/affirmative action employer.

2003 BIENNIAL MEETING PRECONFERENCE EVENTS (CONT.)

(cont. from p. 7)

more information contact: Marion K. Underwood, School of Human Development, University of Texas at Dallas, PO Box 830688, GR41.or visit www.humsci.auburn.edu/peerpreconference2003/.

DOTDEP – Preconference for Directors of Training in Developmental Psychology
The primary focus of the meeting is on opportunities to participate in different workshops. Topics include: recruiting graduate students, applied developmental science, breadth and depth in graduate education, use of technology in teaching and mentoring. Contact: Nancy Budwig at nbudwig@clarku.edu or Judith Smetana at smetana@psych.rochester.edu.

Adult Attachment and Parenting sponsored by the Adult Attachment Interview Trainers
This informal conference will focus on adult attachment and parenting in adoption or foster care families. Mary Dozier, Miriam Steele, and Kristin Caspers have been invited to provide overviews of their recent research relating Adult Attachment Interview classifications to the developing parent-foster child relationship and to the experience of being raised in an adoptive family. For further information and registration procedures contact David Pederson at Pederson@uwo.ca or fax 519-661-2961. Registration is required, and is limited to 60 attendees.

Continuing Education Unit (CEU) Training Workshops
Three workshops are offered through the University of South Florida Department of Psychology, two Wednesday April 23, 2003 and one on Thursday April 24, 2003. The topics covered are Behavioral and Cognitive-Behavioral Techniques with School-Aged Children, Teaching Abnormal Child Psychology to the Clinicians of Tomorrow, and Treating Challenging Childhood Disorders. For more information on these workshops please visit www.cas.usf.edu/psychology.

APA Academic Career Workshop
In conjunction with Division 7 and SRCD, APA will host this workshop designed to introduce graduate students and post-doctorates to the academic career. Topics range from how the academic culture varies across institutions to the pragmatics of the hiring process. The workshop is free, but an e-mail indicating your intent to attend must be sent to Deborah McCall at dmccall@apa.org.

The Penn State Alumni and Friends Reception
The event is jointly sponsored by the Department of Psychology and the Department of Human Development and Family Studies, and offers the opportunity for our former alumni and friends to gather, reunite with each other as well as with current faculty and students. Contact Keith Crnic at kac8@psu.edu.

JOB OPENING

Department of Psychology
University of California, Davis

The Department of Psychology at the University of California, Davis, invites applications for a tenure-track appointment in developmental psychology to begin in July 2003. The level of the appointment is open, and so could be at the assistant, associate, or full professor level. Applicants must have a Ph.D. and a strong, active program of research in the area of *social or emotional development*. Candidates with research programs involving human infants and/or children are preferred, but those with interests in adolescence will be considered. Candidates must also have a demonstrated record or evident potential to teach undergraduate and graduate courses in developmental psychology, supervise dissertation research, and obtain external funding. Interested applicants should submit a curriculum vitae, statement of research and teaching interests, representative reprints and/or preprints, and at least three letters of recommendation. Review of applications has been extended to begin on January 6, 2003 and continue until the position is filled. Send materials to: Developmental Psychology Search Committee, Department of Psychology, One Shields Avenue, University of California, Davis, CA 95616-8686. For information contact the Search Committee Chair, Dr. Gail S. Goodman, at the above address or via the internet: ggoodman@ucdavis.edu . To learn more about the rapidly expanding program in Developmental Psychology at the University of California, Davis, please visit our web page at: http://psychology.ucdavis.edu/Psych.[illegible]/Developmental.html.

The University of California, Davis, and the Department of Psychology are interested in candidates who are committed to the highest standards of scholarship and professional activities, and to the development of a campus climate that supports equality and diversity. The University of California is an affirmative action/equal opportunity employer.

MORE OPPORTUNITIES

Rodney R. Cocking (cont. from p. 11)

toward his vision of "integrative developmental science". By this, Rod meant that various branches of research often needed to be integrated to address complex problems and "jump-start" new areas of developmental inquiry. Rod believed that opportunities exist for basic research on animal and human models to be melded with research from cognitive and social development, resulting in frameworks to catalize future basic research while simultaneously contributing to societal needs. Our own center at Cornell is an example; it was funded by Rod to undertake integrative developmental science in the public interest.

Rod has left a striking legacy in our field that will endure. He has also left a cadre of friends, associates, and colleagues who have been forced to accept the vast unfairness and sheer pointlessness of his early death. We will remember him always with warmth, gratitude, and sadness.

Stephen J. Ceci and Wendy M. Williams
Cornell University

Postdoc Opportunity

Research Postdoc in Informal Learning
University of California, Santa Cruz

Research Postdoc in Informal Learning, University of California, Santa Cruz. Begins Summer or Fall 2003. This is a two-year postdoctoral research traineeship (post-PhD) in the NSF funded Center for Informal Learning and Schools. CILS is a collaboration with UC Santa Cruz, the Exploratorium science center and King's College London. The trainee will develop research of mutual interest with program faculty associated with UCSC's developmental psychology and education programs. Research focuses on informal learning processes in settings that are historically little involved in schooling, such as interactive museums, after-school clubs, and families and community organizations with the goal of improving K-12 science and mathematics education. Issues of diversity are a strong interest. Faculty include: Doris Ash, Maureen Callanan, Sally Duensing, Laura Martin, Judit Moschkovich, Barbara Rogoff. Post docs will teach one course per year and will participate in seminars in theory and research methodologies appropriate to different learning contexts. Send vita, statement of research interests and career goals, and reprints and at least three letters of recommendations to: Sally Duensing, CILS Postdoc, University of California Santa Cruz, 296 McHenry, Santa Cruz,California 95064. Applications will be considered March 1 and until filled. Applicants from underserved minority groups are especially encouraged to apply.

Conferences

New York Academy of Sciences Conferences

Roots of Mental Illness in Children, March 15-17, 2003 New York, New York
Organizers: Jean King, Craig Ferris and Israel Lederhendler
Co-sponsored with the National Institute of Mental Health, this two and a half day meeting's main focus is to build bridges between animal research and clinical approaches for studying mental health and disorders in children and adolescents. The long-term goal is to foster interdisciplinary research collaborations and policy initiatives to enhance our understanding, diagnosis and treatment of mental illness in children.

Adolescent Brain Development: Vulnerabilities and Opportunities, September 18-20, 2003 New York, New York
Organizers: Ronald Dahl, Linda Spear and Ann Kelley
This two and a half day meeting will bring together basic and clinical investigators performing research relevant to neurobehavioral changes during adolescent development. The long-term goal is to stimulate further investigations and advance understanding that will have clinical and social policy relevance to a wide range of behavioral and emotional health problems emerging in adolescence.

Both conferences will include contributed poster sessions. To receive program and registration details contact: Science and Technology Meetings, New York Academy of Sciences T: 212.838.0230 ext. 324; F: 212.838.5640 E: conference@nyas.org; W: http://www.nyas.org

PROGRAM COMMITTEE REPORT (CONT.)

(cont. from p. 8)

Sponsored by SRCD International Affairs Committee
Presenters: **Paul van Geert**, **David Witherington**, and **Marc Lewis**

Convention Center 18-19, Sunday
8:00 AM - 9:50 AM
"Family and Social Environments of Children and Adolescents" chaired by Oscar A. Barbarin
Sponsored by SRCD Committee on Policy & Communication, Ethnic & Racial Issues Committee, SRCD Black Caucus
Presenters: **Robert H Bradley**, **Robert F Corwyn**, **Terry McCandies**, **Cheri Coleman**, and **Martha J Garcia-Sellers**
Discussant: **Martha Zaslow**

Convention Center Ballroom D, Sunday, 10:00 AM - 11:50 AM
"Issues of Measurement in Research With Diverse Ethnic and Racial Groups in the United States" chaired by Cynthia Garcia Coll, *Sponsored by SRCD Ethnic & Racial Issues Committee*
Presenters: **Linda M. Burton**, **Felton Earls**, and **Nancy Gonzales**
Discussant: **Jacquelynne S. Eccles**

Discussion Hours

Convention Center 18-19, Friday,
8:30 AM - 10:20 AM
"What Do Editors Want? (and Hints on How to Give It to Them)" chaired by Susan B. Campbell, *Sponsored by SRCD Publications Committee*
Participants: **Lynn S. Liben**, **Willis F. Overton**, **Lonnie Sherrod**, and **Pamela Trotman Reid**

Convention Center Ballroom D, Friday,
12:30 PM – 1:20 PM
"To Honor Ann Brown" chaired by Judy DeLoache and **Rochel Gelman**,
Sponsored by Governing Council
Participants: **Susan Carey**, **Joseph Campione**, **Michael Cole**, and **John H Flavel**

Convention Center 11, Saturday,
4:00 PM - 5:50 PM
"Influencing Policy at the Federal Level: SRCD Policy Fellowships" chaired by Rebecca Goodman,
Sponsored by SRCD *Office of Policy & Communications*
Participants: **Michael Lopez, Vincent Smeriglio, Ann Marie White, Heather Kersey, Laurie Cutting, Tamara Haegerich, Elizabeth Albro, Anthony Salandy, Jonathan Miles, Stephanie Curenton, Cassandra Simmel, Ivelisse Martinez-Beck, Helen Raikes**

A special thank you to the Foundation for Child Development for their support of the 70th Anniversary Celebration Events

JOB OPENING

Department of Family Studies
University of New Hampshire

University of New Hampshire Cooperative Extension announces an opening for an Extension Specialist in Family Life with expertise in one or more of the following areas: parenting education, family and youth development, intergenerational relationships, adult and elderly development. The Family Life Specialist will be eligible for an Extension Faculty appointment with the Department of Family Studies, School of Health and Human Services. Twelve-month position, 80% Cooperative Extension and 20% Department of Family Studies. Non-tenure track, renewable appointment.

Doctorate required. At least one degree in human development, family studies, or a related field. Experience in program development and evaluation preferred. Candidates should have a strong background in applied research and in teaching or outreach education. Candidates should have excellent communication skills and the ability to work effectively with faculty, students, staff, administrators, and external constituencies. Experience in planning, implementing, evaluating, and managing grant funded programs preferred. Experience with Cooperative Extension, distance education techniques and web-based education desired.

Salary will be commensurate with education and experience. Application review begins January 20, 2003 and continues until position is filled. Send cover letter, resume, application form (UNH Cooperative Extension employment application form can be accessed on-line at http://cecfl.unh.edu/jobapps/EE_apps/jobapp_home_ee.cfm), official transcripts and direct three letters of reference to: to: Jim Grady, Assistant Director, Finance and Human Resources, UNH Cooperative Extension, 59 College Road, Taylor Hall, Durham, NH 03824-3587 Phone: (603) 862-1520. UNH, as an affirmative action, equal opportunity employer, is committed to excellence through diversity among its faculty and staff and shall not discriminate in recruitment, selection and employment on the basis of color, religion, sex, age, national origin, sexual orientation, disability, veteran's status or marital status.

JOB OPENING

Department of Psychology
Fordham University

The Department of Psychology at Fordham University announces two open positions. One Tenure-Track Assistant Professor position and one Half-Time Assistant Professor position.

The **Tenure-Track Assistant Professor** would teach at the undergraduate and graduate levels. Undergraduate teaching will include an experimental course in a basic psychological process such as sensation/perception, language, or memory; Introductory Psychology; and electives. Graduate teaching will be in the license eligible Developmental Psychology doctoral program with Applied Specialization, a strong lifespan research program.

QUALIFICATIONS: The program is seeking a person who can successfully combine developmental and applied knowledge and skills. Areas of specialization may include developmental delays and disabilities; diversity and multicultural issues; developmental issues in relation to psychopathology; and the development and assessment of infants/children in typical and atypical populations. The person will be expected to develop a graduate course related to his/her area of research in infant or childhood normative and/or atypical development. The successful candidate will show evidence of excellent teaching, programmatic research, and the ability to secure research funding.

○○○○○○○

The **Half-time Assistant Professor** (non-tenure track, two year renewable appointment) will be expected to coordinate and enhance the internship component of the doctoral program in Developmental Psychology. Teaching responsibilities include one undergraduate and one graduate course per year, with a one-course reduction during the first year to allow greater concentration on the internships.

QUALIFICATIONS: The position requires a Ph.D., field-work experience and good contacts with institutions and agencies in the New York City area. The Program requires an internship focused on research, program development/ evaluation, developmental assessment, and/or service delivery. Responsibilities include developing new placements, placing 6-10 students per year, evaluations, and regular meetings with students. The person will be expected to develop a graduate course with an applied focus such as child/adolescence risk and prevention, juvenile justice, health and aging, etc.. The position offers a competitive salary and benefits and can begin as early as January 2003.

TO APPLY: Please send vita, evidence of teaching credentials, and three letters of reference to:

Frederick J. Wertz, Chair
Psychology Department
Fordham University
Bronx, NY 10458-5198
or
send email to:
wertz@fordham.edu.

Fordham is an independent, Catholic university in the Jesuit tradition that welcomes applications from men and women of all backgrounds. Fordham University is an equal opportunity employer and we strongly encourage minorities and women to apply.

MEMBER NEWS

New Books by SRCD Members

Mortimer, Jeylan T., and Reed W. Larson (Eds.) (2002). *The Changing Adolescent Experience: Societal Trends and the Transition to Adulthood.* Cambridge, UK: Cambridge University Press.

Kopp, Claire. (2003). *Baby Steps: A Guide to Your Child's Social, Physical, and Emotional Development in the First Two Years.* New York, NY: Henry Holt and Company.

New for the 2003 Biennial Meeting

Continuing Education Units (CEUs) will be available for the SRCD Biennial Meeting free of charge. Three preconference training workshops will be offered on Wednesday, April 23rd and Thursday morning, April 24th through the University of South Florida Department of Psychology. For more information on these workshops, please visit www.cas.usf.edu/psychology.

Decision Notifications

Decision notifications were sent by email to the corresponding author of each submission on December 7th. If you did not receive notification about your submission and you were the corresponding author, please contact Thelma Tucker (tetucker@umich.edu).

Thank you, Victoria Roth!

Serving as the managing editor for much of this issue was Victoria Roth. Her service, hard work, and pleasant working style have been greatly appreciated.

Help Us Help You!

2003 Exhibits—We would like to expand academic exhibit participation for the upcoming biennial meeting and ask for your help. If you have a book being published in 2002 or 2003, please contact the SRCD Executive Office (srcd@umich.edu; 734-998-6578) with the details and its publisher.

SRCD Biennial Meeting
April 24-27, 2003

TAMPA Bay

Warm Wishes for a Peaceful 2003 from the Staff at SRCD!

SRCD Contact Information

Membership & Website:
Tel: (734) 998-6524
Fax: (734) 998-6569
Email: jretter@umich.edu

Biennial Meeting Program:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: tetucker@umich.edu

Permissions & Exhibits:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: sekelley@umich.edu

OBITUARIES

James B. Grossman died on June 14, 2002 and an emerging star in developmental psychopathology was lost. A graduate student in Clinical Psychology at Yale University, he received his BA from Princeton University in 1992, and then worked with John Flavell and Eve Clark at Stanford University. At Yale, advised by Alice Carter and in collaboration with Fred Volkmar and Ami Klin, he continued to integrate his interests in psychology and linguistics, developing a creative program of research in autism, most recently studying the development of sarcasm in individuals with autism and typically developing preschoolers. He also wrote on evolutionary psychology. Jim was an outstanding teacher and child clinician. His deep intellect and humor will be greatly missed. Jim became a member of SRCD in 1998.

Hugh Lytton, born September 26, 1921, died April 16, 2002. Hugh earned his Ph.D. in Psychology from the University of London in 1953. After working as a schoolteacher for several years, Hugh joined the Department of Educational Psychology at the University of Calgary in 1969 as Associate Professor. A Fellow of the British Psychological Society and the Canadian Psychological Association, Hugh published 70 peer-reviewed papers and chapters plus many other publications. His research included publications dealing with developmental psychology, school counseling, creativity, psychological assessment, special education, and academic achievement. In 1980 he received international recognition for his work Parent-Child Interaction: The Socialization Process Observed in Twin and Singleton Families. He became a member of SRCD in 1970.

ANNOUNCEMENTS

Call for Papers— Special Issue: Early Childhood Research Quarterly *Early Learning In Math And Science.* Susan Golbeck and Herbert Ginsburg, Guest Editors. *Early Childhood Research Quarterly* invites submission of manuscripts for a special issue on young children's development of math and science concepts. Papers should report original research findings or provide a critical analysis of research and should include a discussion of implications for educational policy. Studies employing a range of methodologies and theoretical perspectives are welcome. Manuscripts will follow the standard review process, and as such should be submitted to: Karen E. Diamond, Editor. Early Childhood Research Quarterly, Purdue University, 1267 CDFS Building, W. Lafayette, IN 47907-1267. Authors should explicitly state in a cover letter that the manuscript is being submitted for the Special Issue. Questions may be addressed to Karen Diamond: diamondk@cfs.purdue.edu or either of the two Guest Editors: Susan Golbeck: golbeck@rci.rutgers.edu Herb Ginsburg: hpg4@columbia.edu. The deadline for submission of manuscripts is December 31, 2002.

The Fourth Annual "Bridging the Gap" conference sponsored by "The Children's Center" and the Department of Pediatrics, Primary Children's Medical Center, University of Utah will take place on February 3-4, 2003 in Salt Lake City, Utah. The conference will focus on **Clinical Applications of Attachment Theory and Research** and presenters will include **Dr. Mary Target** from University College London and **Bert Powell** from Marycliff Institute in Spokane. For more information please contact The Children's Center by phone (801) 582-5534 or email: dfgold@msn.com

The Section on Child Maltreatment (Section 1 of Division 37, APA) announces its fourth annual dissertation award. A $400 prize will be awarded to one successful graduate student applicant to assist with expenses in conducting dissertation research on the topic of child maltreatment. Applicants are requested to submit: (1) a letter of interest, indicating how the applicant would use the award funds toward the completion of the dissertation research; (2) a 100 word abstract; and (3) a five page proposal summarizing the research to be conducted. Please submit applications by April 1, 2003, to: Mark Chaffin, Ph.D., Director of Research, Developmental and Behavioral Pediatrics, University of Oklahoma Health Sciences Center, P.O. Box 26901, Oklahoma City, OK 73190; Tel: (405) 271-8858; Fax (405) 271-2931; mark-chaffin@ouhsc.edu. Applicants will be notified of the decision in mid June. The award will be presented at the annual APA meeting in Toronto, Ontario, Canada, August 7-10, 2003.

Classified Ads

UNIVERSITY OF WISCONSIN-MADISON. Human Development & Family Studies, invites applications for a tenure-track assistant professor position beginning August 2003 (contingent on final funding approval). Candidates should have a doctoral degree and active research agendas in child development *(ages birth to 10)* with a focus on intervention, prevention, assessment and/or early childhood programs. Responsibilities include conducting quality research, competing for extramural funding and teaching undergraduate and graduate courses. Send letter of application, vita, and three letters of reference to Stephen Small, Search Committee, Human Development & Family Studies, 1430 Linden Dr., University of Wisconsin, Madison, WI 53706. Deadline to ensure consideration is **Friday, February 7, 2003.** Unless confidentiality is requested in writing, information regarding applicants and nominees must be released upon request. Finalists cannot be guaranteed confidentiality. The University of Wisconsin-Madison is an Equal Opportunity-Affirmative Action Employer.

CORNELL UNIVERSITY. Chair, Department of Human Development in the College of Human Ecology invites nominations and applications for the position of Chair of the Department of Human Development and Helen G. Canoyer Professorship. The Chair provides leadership with the faculty and staff in the planning, development and implementation of the multi-disciplinary teaching, research and outreach/extension programs of the department. The Department of Human Development is a multidisciplinary faculty who study human development over the life course and in the contexts in which it occurs. Areas of research include psychological, biological and sociological aspects of development from conception throughout the life course. Qualifications for the position include: outstanding scholarship and an established reputation of leadership in the areas of development and/or the life course; achievements commensurate with a named professorship; demonstrated ability for administration; and a commitment to multi-disciplinary programs. Application reviews will begin December 7, 2002 and continue until the position is filled. Please send nominations or a letter or e-mail indicating interest and a CV to: Chair of the Search Committee, 142 MVR Hall, Cornell University, Ithaca, NY 14853, Email address: blh5@cornell.edu. Cornell University is an Affirmative Action/Equal Opportunity Employer and Educator. http://www.cornell.edu http://chronicle.com/jobs/profiles/2377.htm

** Visit SRCD's website (www.srcd.org) regularly. **

51st Nebraska Symposium on Motivation, "Moral Motivation Across the Life-Span: Theory, Research and Applications," featuring Jerome Kagan, Nancy Eisenberg, and Ervin Staub, Darcia Narvaez, Daniel Hart, and Clark Powers will be held at the University of Nebraska-Lincoln on April 3-4, 2003. Call for papers for a poster session and more information can be found at www.unl.edu/psypage.

Call for Abstracts. The International Journal of Behavioral Development invites abstracts of empirical papers to be published in a special section on the topic of dyadic perspectives on close relationships. Of particular interest are proposals that encompass Kashy & Kenny's Actor-Partner Interdependence Model, but submissions that reflect other similar frameworks are welcome. Abstracts that describe cross-national samples, diverse populations, and/or life-span perspectives are especially encouraged. This is a call for abstracts only. Please send a one-page abstract and a letter of intent to the editor of the special section, Brett Laursen, care of the International Journal of Behavioral Development editorial office: ijbd@alcor.concordia.ca. Paper submissions will be invited following a review of abstracts. The due date for abstracts is 1 June 2003. Final invited manuscripts will be due 1 December 2003.

The Family Research Consortium III, "Intervention as Science," supported by the National Institute of Mental Health, will sponsor a 2003 Summer Institute for family researchers at the Hyatt Regency Tamaya Resort and Spa in Santa Ana Pueblo, New Mexico, from June 26 - 29, 2003. The Institute accepts a limited number of both junior and senior researchers as participants and allows for intellectual exchange among participants and presenters in addition to the more structured program of high quality presentations. Deadline for applying is Friday, March 28, 2003. For applications and/or more information contact: Dee Frisque, Ph: (814) 863-7108; Fax: (814) 863-7109; Email: dmr10@psu.edu; Web: www.hhdev.psu.edu/chdfrdc.

18TH Biennial ISSBD Meetings: Ghent 2004 The 2004 meeting of the International Society for the Study of Behavioural Development will be held in Ghent, an exquisite medieval town in the heart of Flanders (Belgium) between Bruges, Antwerp and Brussels, July 11-15, 2004. If you want to receive regularly updated information about this meeting send an e-mail with your name and address to issbd@rug.ac.be Information about the conference is available from the Department of Developmental and Personality Psychology, Ghent University, Henri Dunantlaan 2, B-9000 Ghent BELGIUM Fax: + 32 (0)9 2646486 website : http://allserv.rug.ac.be/ISSBD2004 (from Febr. 2003 onwards). Submission deadlines: Symposia: September 10, 2003; Posters: October 1, 2003. The complete announcement, including submission forms, will be available in February 2003 and sent to all ISSBD members and anyone who requested it.

The Program Committee for the Society for the Study of Human Development invites graduate students from all disciplines to participate in The Graduate Student Symposium. The Graduate Student Symposium will be featured as part of the society's Third Biennial Meeting, which will be held at the Radcliffe Institute for Advanced Study at Harvard University in Cambridge, Massachusetts from November 1 through 2, 2003. This year's Graduate Symposium will be devoted to the theme of "overcoming the odds" and will thereby accept papers focused on positive/healthy human development and, specifically, on the understanding of healthy and positive development that occurs despite the multiple and often changing challenges of context and setting. For additional information, please visit the conference website at www.sshdonline.org/gss.htm.

SRCD Developments

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs Editor
Frances Degen Horowitz
fdhorowitz@gc.cuny.edu

The Newsletter is published four times a year: Circulation is approximately 5,500. The newslettter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:
December 1 for January issue
March 1 for April issue
June 1 for July issue
September 1 for October issue

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich. edu.

Governing Council

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Past President	Michael Rutter
President-Elect	Esther Thelen
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Student Rep	Anthony Salandy
Ex Officio	John W. Hagen

SRCD DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 46, Number 2 April 2003

Notes from the Executive Officer...

Social Policy, Research, and SRCD

John W. Hagen

The role of research in social policy continues to be an issue of discussion, debate and concern. Since its beginning, SRCD has weighed in on the topic in several important ways. Our constitution, written in 1933, states: "the purposes of the Society shall be to stimulate and support research, to encourage cooperation among individuals engaged in the scientific study of child development, and to encourage applications of research findings" (SRCD Constitution, Article I). In the 1940's, the governing council committed the Society to work towards the goals of the nation's defense, and a special meeting was held in Washington, D.C. on emerging issues for children and youth.

Thomas W. Richards became the editor of Child Development in 1949, and in this role he argued for interdisciplinary representation in the journal contents, and that the research should be "particularly significant in the light of the broad problems of the world today. It is the function of the publication to bring research out of the laboratory...to reach not only scientists, but also the larger public which needs to know...the continuous contributions of research" (Richards, 1949, Editorial Comment, *Child Development, 20*, 3-4). At the 1979 Biennial

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Focus on...

Perspectives on Policy and Research: News from SRCD Fellows

LeShawndra N. Price & Cassandra Simmel

LaShawndra Price

Cassandra Simmel

Dr. Price Goes to Washington: LeShawndra N. Price, Ph.D. I have long had an interest in policy and issues affecting children. As a developmental psychologist with research interests in risk and protective factors for children's psychopathology, I was interested in a position where I could use my research background outside of the academic setting to inform policy, intervention, and prevention efforts affecting children and families. As the end of my graduate career approached, I received an email announcing the SRCD Fellowships. I knew I had found the perfect opportunity.

I was an Executive Branch Policy Fellow placed in the Developmental Psychopathology and Prevention Research

(cont. on p. 6)

Mark Your Calendar!

Month	
April	
24-27	Biennial Meeting, Tampa, Florida

PS 031539

REPORT FROM STUDENT GC REP.

Report from Governing Council Student Representative

Anthony D. Salandy
SRCD Executive Branch Fellow, Center on AIDS and Other Medical Consequences of Drug Abuse, NIDA, NIH

As the first student representative selected to the SRCD Governing Council (GC), I would like to provide information on some of the new developments.

Prior to assuming this position, I served as the director of the SRCD Student Policy Network. As the director, I conducted a survey of student members to assess their professional needs and to ascertain how SRCD could better assist them. Survey participants indicated, among other things, that they wanted more opportunities for participation in SRCD and increased funding for student travel to the Biennial meeting. I drafted and submitted a report to John Hagen, Executive Officer of SRCD, and recommended that student representatives be selected to serve on all committees and GC.

I argued that student involvement in the Society is important because students assist in promoting the discipline, infusing it with vigor and creativeness, and serving as a viable pool of future full members and scholars. In addition, having student representatives on committees and governing boards is consistent with current trends among professional associations (e.g., Society for Research on Adolescence, National Council on Family Relations).

Based on this work, the SRCD administration agreed to address the issue of student representation. I was selected as the student representative to GC through a competitive process and was charged with formalizing the selection procedures for future student representatives. Language changes to the SRCD Constitution were proposed to officially include student representative on GC and all committees except the Finance Committee. The changes were presented to GC at their annual meeting in 2002, voted upon by the full membership that fall, and consequently passed.

The revised SRCD Constitution now allows for student representation on all committees and GC with the exception of the Finance Committee. The approved language states that the Nominations Committee will solicit nominations for student representatives in the fall prior to biennial meetings. The Nominations Committee will select the students for the appropriate committees. The requirements for service are membership in good standing with SRCD and current enrollment in a graduate or professional program at the time of appointment. The student representative to GC is further required to have previously served on a SRCD committee.

Since the passage of the constitutional changes, the Nominations Committee issued a call for nominations for student representatives to committees. We received several nominations and should be able to place most on committees. However, the final slate has to be approved by GC. Upon approval, selected students will be notified of the committee on which they will serve.

Proud new dad, Anthony with son Aidin

There have been other successes during the past two years. I proposed that GC increase funding for student travel scholarships to the biennial meeting. The travel fund had been $10,000 for the past few years. As requested, GC approved a $5,000 increase in the travel fund for this year with the hopes of subsequent funding increases in subsequent years.

Finally, as a continuation of my efforts during my tenure as director of the Student Policy Network, I coordinated the roommate matching assistance

(cont. on p. 9)

CONFERENCE ANNOUNCEMENT

Adolescent Brain Development: Vulnerabilities and Opportunities

A New York Academy of Sciences Conference, September 18-20, 2003, New York, New York. This conference will bring together basic and clinical investigators performing research relevant to neurobehavioral changes during adolescent development. The long-term goal is to stimulate further investigations and advance understanding that will have clinical and social policy relevance to a wide range of behavioral and emotional health problems emerging in adolescence—particularly the development of nicotine dependence, alcohol and other substance use, risk-taking behaviors, depression, and suicide. There is a *Call for Abstracts* for participation in a scheduled Poster Session. **Contact for information and deadlines:** New York Academy of Sciences T: 212.838.0230 x 324 E: conference@nyas.org W: www.nyas.org/scitech/confcal.cfm

Report from SRCD Washington Office

Mary Ann McCabe
Director, Office for Policy & Communications

It is a sincere privilege to assume my new role in the Office for Policy & Communications (OPC) for SRCD. Since I am still in the orientation process, I thought this may be a good time to provide an overview of the OPC for SRCD members, in terms of both our missions and our proposed activities for the coming year. In doing so, I would like to invite the membership to view this office as a resource, and thereby assist us in serving the needs of the organization within the policy arena.

The OPC has five inter-related missions:

(1) *To advance science policy*, including advocacy for the role of behavioral and social science research in policy formation, and advocacy for federal funding for research that concerns children, youth, and families. This year we will be closely watching developments in the area of human subjects protections, and advocating for the importance of involvement from behavioral and social scientists, and developmentalists, in new policies. We are very fortunate that Celia Fisher will be serving on the newly formed Secretary's Advisory Committee on Human Research Protections (SACHRP). This year we will also be lobbying Congress for greater than the 2% increase for NIH funding which is proposed in President Bush's budget. To this aim, we will be working to develop a database of SRCD researchers who receive federal funding. We can be much stronger advocates if we can cite specific areas of members' research when we have the opportunity to do so in meetings with Congress regarding NIH funding. In addition, Secretary Thompson's priorities for HHS include a strong emphasis on *prevention* in order to ultimately lower health care costs. This places health-related research with infants, children, and adolescents, as well as research concerning health behaviors, in a potential spotlight.

Mary Ann McCabe

(2) *To advance social policy*, including participation in coalitions regarding such issues as welfare reform, child care, Head Start, education, disabilities, juvenile justice, mental health parity, and health care. We will be keeping members apprised of developments and legislation in these areas through this column and our monthly Washington Update on the website. I am quite pleased to observe that this office is already well integrated within the policy network, with countless opportunities to participate in discussions regarding issues that concern children and families. The *Social Policy Report* (*SPR*) is viewed as a valuable resource by both policymakers and our partners in coalitions. We will be working to increase the distribution of the *SPR* over the coming year, including to state policymakers.

(3) *To enhance communications and dissemination of information regarding child development*. This mission is closely intertwined with our efforts in science and social policy. Again, it is exciting to witness how much the knowledge base and expertise of SRCD is being sought by both policymakers and the media. We encourage individual members to become effective advocates on issues pertaining to their area of study, and to become resources for the media in sharing their expertise with the public. The OPC is happy to provide training for members in advocacy with policymakers and/or talking to the media.

(4) *To oversee the SRCD Fellowship program*, which provides career development in bridging science and policy. Our fellows are a highly valued resource in both congress and federal agencies, and strong diplomats for both SRCD and the scientific enterprise regarding issues facing children and families. The names and placements of our current fellows can be found on our website. In brief, this year we have two congressional fellows (one working in the House and one working with the Senate) and nine executive branch fellows (including placements at ACF, NICHD, NIDA, and IES), some of whom are continuing their fellowship from last year. We invite members to attend the Fellows' symposium at the biennial meeting in order to learn more about their activities. We also encourage both students and established professionals who are interested in policy work to

(cont. on p. 9)

MEMBERS IN THE MEDIA

Members in the Media

The **SRCD *Office for Policy and Communications*** is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are submissions by our members and are presented according to name, affiliation, and date of the media coverage, and title or brief description of the topic:

- **David L. Dubois, University of Illinois at Chicago**: *Health Behavior News Service*, January 15, 2003: Youth Who Experience Discrimination Carry Higher Stress Burden.
- **Sarah Friedman**: *The Washington Post*, February 25, 2003: "School PE Programs Short on Exercise Time."
- **Sarah Friedman and Margaret Tresch Owen**: *The Wall Street Journal*, January 9, 2003: Results from The NICHD Study of Early Child Care and Youth Development.

Rebecca Goodman

- **Stephen Juan, University of Sydney**: *2UE Radio (Sydney)*, October 21, 2002: Exam pressure and the Monash University shooting.
- **Stephen Juan, University of Sydney**: *Today Tonight*, October 21, 2002: Why does a university student turn violent?
- **Stephen Juan, University of Sydney**: *Today Tonight*, November 21, 2002: Why are kids obsessed with Michael Jackson?
- **Stephen Juan, University of Sydney**: *2UE Radio (Sydney)*, November 24, 2002: The psychological impact of terrorism on Australian children.
- **Stephen Juan, University of Sydney**: *The Daily Telegraph (Sydney)*, December 3, 2002: What kind of headmaster tells his primary school pupils that Santa is not real?
- **Stephen Juan, University of Sydney**: *2UE (Sydney)*, December 3, 2002: Why Santa is good for children.

(cont. on p. 9)

JOB OPENINGS

The Steinhardt School of Education, Department of Applied Psychology

New York University

The Department seeks two senior professors, one of whom will serve as its chairperson. The Department offers graduate and undergraduate programs in psychological development, counseling psychology, and school psychology; and a Bachelor's degree in applied psychological studies.

DEPARTMENT CHAIR. The Chair will provide academic leadership to facilitate faculty research, curricular review, and grant development; promote interdisciplinary collaboration within The Steinhardt School of Education, as well as the University's other academic division; and enhance ties to the City's schools and health care institutions. The Chair also has administrative responsibility for budgets, adjunct supervision, faculty evaluation and accreditation.

ASSOCIATE/FULL PROFESSOR, TENURE-TRACK. Candidates should have an earned doctorate in a psychology discipline and a strong background in advanced quantitative research methods and research design, and a proven record of scholarship and external funding. Responsibilities include teaching graduate and undergraduate courses, advising students, and supervising doctoral dissertation work.

Send a letter of application indicating position of interest and curriculum vitae to: Catherine S. Tamis-LeMonda and Lawrence Balter, c/o Dianne Witkowski, Department of Applied Psychology, New York University, The Steinhardt School of Education, 239 Greene Street, 4th Floor, New York, NY 10003.

NYU is an Equal Opportunity/Affirmative Action Employer.

AWARD ANNOUNCEMENT

The Center for Mental Health Promotion & The New York Attachment Consortium are pleased to announce the 2003

Bowlby-Ainsworth Awards

2003 Awardees

Robert A. Hinde

A Secure Base To John Bowlby
Advocate And Friend To The
Bowlby-Ainsworth Tradition

Christoph Heinicke

Wedding The Insights Of
Attachment Theory To The
Rigor Of Empirical Science

James* and Joyce Robertson

For Documenting And Improving
The Lives Of Young Children
In Difficult Circumstances

Special Award

Robert and Cherri Marvin

For Being
A Secure Base
To Mary Ainsworth

The Bowlby-Ainsworth Award recognizes singular contributions to the Bowlby-Ainsworth tradition of attachment theory and research. Selections are made by the Awards Committee of the Center for Mental Health Promotion and The New York Attachment Consortium, in consultation with distinguished colleagues from several continents. The Award is represented by a crystal sculpture engraved with the portraits of John Bowlby and Mary Ainsworth, the recipients' name, and a brief award statement.

In this first year of the Award, we recognize several senior scholars who helped establish the Bowlby-Ainsworth tradition and have exemplified the standards of scholarship, collegiality and service that John Bowlby and Mary Ainsworth shared, taught, and valued.

NYAC
The
Bowlby-Ainsworth
Award

Awards are also given to highlight specific contributions that enrich and extend this tradition. These are typically to younger researchers and include an unrestricted grant paid to the awardee. Several such awards will be announced separately. Additional information about the 2003 Awards and about the nominating process is available on-line at www.nyattachment.org.

BEST COPY AVAILABLE

*Posthumous

FOCUS ON...

Perspectives on Policy (cont. from p. 1)

Branch at the National Institute of Mental Health, one of the institutes of the National Institutes of Health (NIH) in the U.S. Department of Health and Human Services. The primary activity in which I was involved during the fellowship year was acting as an "apprentice" Extramural Program Officer in my branch. I assisted the Program Chiefs in their day-to-day activities. I participated in giving technical assistance to prospective and current grantees, attended grant review meetings of the NIH Center for Scientific Review, and monitored the progress of current grants. In addition, I participated in several scientific meetings and conferences, and attended congressional briefings. Another aspect of my work at NIMH involved examining the current grant portfolio to "take stock" of research in particular areas of child and adolescent psychopathology in an effort to identify future priorities for research.

My year as a Fellow was an exciting, rewarding learning experience. Not only was I exposed to government operations, but I also was exposed to cutting edge research and future research directions to advance our knowledge of children's mental health. I gained invaluable insight into both research and policy on the national level. In my " life after the fellowship," I am a Program Officer at NIMH for the Social and Interpersonal Factors Section of the Traumatic Stress Program and the Contextual Processes Section of the Disruptive Behavior and Attention Deficit Disorders Program.

A Year in the Life of a Child Policy Fellow: Cassandra Simmel, MSW, Ph.D. This fellowship came at point when I was contemplating whether or not to pursue a traditional academic career track. Partially because of my eagerness to build on my background of child welfare research, I decided to seek this opportunity. From the beginning of my placement, I realized that this was a very positive career decision. I am in my second year at the Administration for Children and Families in the U.S. Department of Health and Human Services.

One reason for my overall satisfaction is that I think I am a good match for this placement. My projects are similar to those that I would likely be working on were I in an academic setting, only my work here emanates from a different vantage point. Whereas I once spent time theorizing about different policies and their associated ramifications, I now work closely with those who may have created these policies or are charged with implementing them. It has also been educational to observe the overarching federal perspective with respect to policy implementation and witnessing the complexity in carrying out a "one size fits all" policy agenda.

Another reason to which I attribute my overall placement satisfaction is that I have enjoyed the extraordinary good fortune to work with a unique group of colleagues. Their command of public policy, the budget process, child development, and research methodology and design is exceedingly well refined. Further, they are generous about granting autonomy to Fellows, yet are never more than an email, phone call, or office visit away should I desire consultation. Both through formal and informal interactions with them, I have learned a great deal about policy related research.

I am pleased that through my fellowship I have been able to delve into many research areas and that these projects have far reaching implications for countless children and youth in our society. I envision taking this experience with me as I transition into an academic career.

o o o o

For more information on the SRCD Congressional and Executive Branch Fellowships contact the SRCD Office of Policy and Communications at http://www.srcd.org/policy.html or SRCD@apa.org. You may also contact fellows directly.

LeShawndra N. Price, Ph.D.
Developmental Psychopathology and Prevention Research Branch
National Institute of Mental Health, NIH, DHHS
lprice@mail.nih.gov
www.nimh.nih.gov
(301) 443-5944

Cassandra Simmel, MSW, Ph.D.
Commissioner's Office of Research and Evaluation
Administration for Children and Families, DHHS
csimmel@acf.dhhs.gov
http://www.acf.dhhs.gov/
(202) 260-8515

See you in Tampa at the 2003 Biennial Meeting, April 24-27th!

SRCD Contact Information

Membership & Website:
Tel: (734) 998-6524
Fax: (734) 998-6569
Email: jretter@umich.edu

Biennial Meeting Program:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: tetucker@umich.edu

Permissions & Exhibits:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: adebrech@umich.edu

MEMOIRS

Editor's Note: Due to some errors that appeared in the original printing of this memoir, we honor the memory of Dr. Deutsch by reprinting his memoir in its entirety.

Martin Deutsch
1926 - 2002

Martin (Marty) Deutsch died on June 26, 2002 of renal failure in Norwalk, Connecticut. Born in New York City, he received both his undergraduate and graduate degrees at Columbia University. He served in the Navy from 1943 to 1945. Some of his professorial positions were at Brooklyn College, Columbia University, Fordham University, and Hebrew University. He retired as professor of early childhood education and applied psychology at the Steinhardt School of Education at New York University.

It would not be hyperbolic to state that an entire generation of American children of all races, ethnic groups, and social classes were the beneficiaries of Marty Deutsch's groundbreaking scholarship and tireless advocacy. During the early 1960s, Marty's demonstration program at the Institute for Developmental Studies in preschool education predated and was one of the antecedent projects upon which the nationwide Head Start effort was launched. When Washington policy makers convened blue ribbon panels of national experts to plan future directions for the far-reaching federal programs for poor children and families, Marty was always at the table.

Yes, middle and even upper income children and families benefited from Marty Deutsch's work in early education. How so? The rapid expansion and broad popularity of Head Start during the 1960s and 1970s captured the attention of middle and upper class parents to the importance of this period in a child's life. Some preschools for the well-to-do children were even probably modeled somewhat after Head Start. Soon afterwards, preschool became accepted as a standard for all American children regardless of social class.

Marty Deutsch was also at or near the center of the polemics that followed the publication of the article in the *Harvard Educational Review* by Berkeley psychology professor Arthur Jensen, "How Much Can We Boost IQ and Academic Achievement?" To say that Jensen's controversial article caused a flurry of anger and protest well both beyond the academic community in general and among behavioral scientists in particular would be an understatement. Marty's response was made in a later issue of the *Harvard Educational Review*, in his own article, "Happenings on the Way Back to the Forum: Social Science, IQ, and Race Differences Revisited," which he wrote as President of the Society for Psychological Study of Social Issues (SPSSI). However, the real motivation for Marty's article was his conviction that Jensen gave a misleading account of Marty's (and others') work dealing with the role of environment in stimulating intellectual development and Marty's research that demonstrated, unequivocally, the positive effects of creating compensatory and intervention programs for culturally disadvantaged children.

I was privileged to work closely with Marty Deutsch in preparing his rebuttal to Jensen. It was a dream assignment for any graduate student interested, as I was, not only in the literature on racial differences and cognitive functioning, the nature/nurture issues, but also the work required my attending many seminars and meetings with top scholars in a broad variety of disciplines; working with the Harvard Educational Review editors (also graduate students); or just immersing my body and soul for long, long hours into what was possibly one of the most important behavioral science issues in the 20th century.

Many of Marty Deutsch's writings were seminal in the sense that he was one of the pioneering behavioral scientists to describe the environmental realities of what was then called the disadvantaged child; not in pejorative or nosological terms but uniquely from an ethnographic perspective in concepts that almost took you into these children's (and their families') environments, especially in terms of the challenges they faced while entering school.

Marty's writing belonged with that special cadre of behavioral scholars, such as Urie Bronfenbrenner, Jerome Bruner, and J. McVicker Hunt, and others whose theoretical models of child development were nonlinear in describing child behavior as a confluence of multiple and diverse layers of environmental influences and factors. Said differently, Marty presented what many advocates of minority children such as Kenneth Clark have said all along "...don't portray children of poverty as victims" and "don't assume that all these children are the same!"

I will be eternally grateful for the indelible imprint that Marty Deutsch left on me. He was not only my boss at the Institute for Developmental Studies and my dissertation chairman, but also my very dear friend. Of the many things I

(cont on p. 8)

NOTES FROM THE EXECUTIVE OFFICER (CONT.)

Notes from Exec. Officer (cont. from p. 1)

Meetings of SRCD in San Francisco, Frank Kessel chaired a symposium on "Developmental Psychology's Applied Interdisciplinary Dimensions." William Bevan argued that "…breadth of experience means embedding our sciences in the real world. To tie scholarship to the real world means to have our theories in practice" (SRCD *Newsletter*, Fall, 1980, p. 5). Another speaker, Sheldon White, argued that our work should be focused on everyday settings and the distinction between basic and applied research must be blurred. Thus, the concern with using knowledge for policy and application has long been expressed by leaders in our Society.

In 1975, the governing council of SRCD established a formal presence in Washington, D.C., called the Washington Liaison Office. The half-time director was charged with working on issues of federal funding and with key committees in Congress. The Congressional Science Fellows Program was established at that time, and about 100 fellows have served in the two-and-a-half decades since that time. The forerunner of the *Social Policy Report* was also established, first appearing as the *Social Policy Newsletter*, edited by the then-director of the D.C. office, Eileen Blumenthal. It later was known as the *Washington Report* (from 1984-87) and then became the *Social Policy Report* in 1987, and has continued since that time, currently under the editorship of Lonnie Sherrod with Jeanne Brooks-Gunn as associate editor. The topics are timely, highly relevant to issues concerning children, families, health and education. A complete listing as well as texts of recent issues are available at the SRCD website (www.srcd.org).

John W. Hagen

I am pleased to announce that our Office for Policy & Communications in Washington, D.C. has just entered a new period, with the appointment of Mary Ann McCabe, Ph.D., as director. Trained in child clinical psychology at the Catholic University, she has worked at the National Children's Hospital in Washington. Her expertise and interests make her especially well qualified for this role, and she will work with Rebecca Goodman, the second person in this office. Please see the "Report from the SRCD Washington Office" (page 3) for information on their activities. There is no question about the importance to society of issues concerning children and families, and we are committed to working at multiple levels to see that the science, the knowledge generated, and those well trained in the relevant disciplines of human development are made available to those responsible for improving the lives of children and families. The staff also works closely with the Committee on Policy and Communications.

You may reach Mary Ann McCabe and Rebecca Goodman at srcd@apa.org. I know that they are most interested in hearing from our membership about interests, concerns, and possible new activities in the Washington Office of the Society.

Tidbits…

A gateway (www.science.gov) to reliable information about science and technology from federal government organizations was created by collaboration of 14 scientific and technical information organizations from 10 major U.S. government science agencies. More than 1,000 government information resources about science, including technical reports, journal citations, databases, federal websites, and fact sheets may be found through this gateway. Best of all, all information is free and no registration is required. The participating agencies are: Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, and Interior; the Environmental Protection Agency; the National Aeronautics and Space Administration; and the National Science Foundation. (*The Charleston Report*, 2003, January/February, 7(4), 2.)

Twenty years old, by some accounts, is the Internet, which started on January 1, 1983, when 400 computers linked to what was then called Arpanet switched to a communications protocol called TCP/IP—the foundation which allowed multiple networks to coexist and the World Wide Web to develop. (New York *Times*, January 5, 2003.)

Deutsch Memoir (cont. from p. 7)

learned from him, three of his most salient gifts to me were:

- Become a behavioral scientist who can associate proudly with schools and the field of education.
- Become a behavioral scientist who is also a social activist and advocate working closely with policy makers.
- Become a behavioral scientist who rejects academic parochialism and is well-versed in disciplines other than his/her own.

John R. Dill, *Deputy Chancellor*
Office of the Chancellor for Education and Professional Development

REPORT FROM SRCD WASHINGTON OFFICE (CONT.)

Report from GC Rep. (cont. from p. 2)

program for the Tampa meeting. That is, students received assistance in finding roommates at the biennial meeting through email correspondence. This type of help was valuable for a significant number of students.

In sum, the future of student representation on SRCD's GC and committees is positive. Student representation is now written into the SRCD Constitution. In addition, students are getting more assistance and support to travel to the Biennial meeting. It is through the commitment of the SRCD staff, GC and committee members, and the full membership that the Society continues to grow and provide opportunities for student development in our discipline.

Washington Office (cont. from p. 3)

consider this fellowship in the future.

(5) *To integrate the activities of the OPC with the infrastructure and membership of SRCD*. It has been so heartening for me to receive the warm welcome, sincere interest and offers of assistance to the OPC on the part of the Executive Officer, the Governing Council, the Committee on Policy and Communications, editors of the *SPR*, and the staff in the executive office of SRCD. Clearly the mission of SRCD to play a role in advocacy for children extends well beyond this office or the committee, and indeed underlies the interests of many developmental scientists. Again, we invite members to view this office as a resource. Please feel free to contact us at any time with suggestions or questions. We will do our very best to represent the interests of SRCD in Washington.

Finally, I would like to acknowledge my predecessor, Lauren Fasig, for the standard of excellence that she has set and the infrastructure that she has created for the activities of the OPC; and Rebecca Goodman, who continues to bring relentless energy, insight, and talent to her various roles in this office. I look forward to working with all of you.

Members in the Media (cont. from p. 4)

- **Stephen Juan, University of Sydney**: *Today Tonight*, December 4, 2002: Should children be told about Santa?
- **Stephen Juan, University of Sydney**: *Today Tonight*, December 20, 2002: Kids, terror, and T.V. news.
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *Discovery Channel*, January 12, 15, 16, and 18 2003: "Science of the Sexes."
- **Joy Osofsky, Louisiana State University**: National Public Radio, March 3, 2003: "A Scientific Approach to Child Study."

We encourage all members to report recent noteworthy mentions in local, state, or national magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research. Information may be mailed, e-mailed, or faxed to the Office for Policy & Communications at:

Rebecca Goodman, SRCD Office for Policy & Communications; 750 First Street, NE; Washington, DC 20002-4242; Tel: (202) 336-5953 fax; srcd@apa.org.

SRCD Book Authors/ Editors

SRCD Members are invited to notify the **Developments Office** or editor about your new publications. These will be listed in the newsletter.

POSTDOCTORAL FELLOWSHIP

Mental Retardation Research Training Program

Peabody College, Vanderbilt University

The Developmental Disabilities Research Training Program of Peabody College, Vanderbilt University announces the availability of a NICHD-funded postdoctoral fellowship in mental retardation or atypical development research. The program is closely associated with Vanderbilt's John F. Kennedy Center, one of 14 NICHD-funded national mental retardation research centers. Fellows work closely with one or more faculty mentors, whose work is in diverse areas including but not limited to language, reading, behavior disorders, autism, and/or emotion. Applicants should have a PhD in psychology, special education, or a closely related area and be interested in learning to conduct research relevant to children and adults with developmental disabilities. Several recent fellows have obtained NIH funding to support their research by the conclusion of their postdoctoral program and have gone on to faculty positions in major research universities. Start date is negotiable. Send resume and statement of interest to Linda Dupre, Box 74 Peabody College, Vanderbilt University, Nashville, TN 37203. Address all inquiries to: tedra.walden@vanderbilt.edu. Vanderbilt University is an Equal Opportunity, Affirmative Action Employer.

MEMBER NEWS

New Books by SRCD Members

Bornstein, Marc H. (Ed.) (2002). *Handbook of Parenting* (2e). Vol 1: *Children and Parenting*, Vol. 2: *Biology and Ecology of Parenting*, Vol. 3: *Status and Social Conditions of Parenting*, Vol. 4: *Applied Parenting*, Vol. 5: *Practical Parenting*. Mahwah, NJ: Mahwah, NJ: Lawrence Erlbaum Associates.

Bornstein, Marc H., & Bradley, Robert H. (Eds.) (2003). *Socioeconomic Status, Parenting, and Child Development*. Mahwah, NJ: Lawrence Erlbaum Associates.

Bornstein, Marc H., Davidson, L., Keyes, C. M., Moore, K., & The Center for Child Well-Being (2003). *Well-Being: Positive Development Across the Life Course*. Mahwah, NJ: Lawrence Erlbaum Associates.

Dixon, Wallace (2002). *Twenty Studies that Revolutionized Child Psychology*. Upper Saddle River, NJ: Prentice Hall.

Honig, Alice Sterling (2002). *Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings*. Washington, DC: National Association for the Education of Young Children.

Lamb, Michael E., Bornstein, Marc H., & Teti, Douglas (2002) *Development in Infancy: An Introduction* (4e). Mahwah, NJ: Lawrence Erlbaum Associates.

Lidz, Carol S. (2002). *Early Childhood Assessment*. New York, NY: Wiley.

Moen, Phyllis (2003). *It's about Time: Couples and Careers*. Ithaca, NY: Cornell University Press.

Mortimer, Jeylan T. (2003). *Working and Growing Up in America*. Cambridge, MA: Harvard University Press.

Weinstein, Rhona S. (2002). *Reaching Higher: The Power of Expectations in Schooling*. Cambridge, MA: Harvard University Press.

MILESTONES

Henrietta T. Smith, Prof. Emeritus of Psychology at Vassar College was the first African American member of SRCD. Born in 1925 in Huntsville, AL, she died in Poughkeepsie, NY on November 12, 2002 at the age of 76. She received her B.A. and M.A. from the University of Cincinnati and her Ph.D. in Psychology from Radcliffe College. She served as a research assistant in education at the Harvard Graduate School and taught psychology at Allen University in Columbia, SC, before joining the faculty of Vassar College in 1954. She served as the chair of Psychology for many years. Dr. Smith's research and publications focused on the acquisition of sex roles and values in young children and the perception of adult sex-role behavior by nursery school children. She also did research on the effect of institutionalization on infants and young children in the late 1960s, which took her to Greece, a country she came to love, to gather data there. Prof. Smith had a great interest in the life of Elizabeth I of England and drafted a psychological study of her. The SRCD *Directory of Members* lists her as a member beginning in 1967.

Armin Grams, Prof. Emeritus at the University of Vermont, died suddenly on November 20, 2002 at the age of 78. He was born on October 20, 1924 in Chicago. A graduate of Concordia University in River Forest, IL, he earned his Ph.D. from Northwestern University. Prof. Grams achieved national prominence in the field of gerontology. He founded the Human Development and Family Studies Program and was instrumental in the creation of the Certificate in Gerontology at the University of Vermont. In addition, he was a professor in Education and Psychology at DePaul University, Chicago; in Psychology at Wisconsin State College, LaCrosse, in the Institute of Child Development, Minneapolis; Head of the Human Development Program at the Merrill-Palmer Institute in Detroit. Prof. Grams also participated in the design of the pioneering Head Start preschool programs in the 1960s. In addition to varied professional interests, German literature and musical performance provided him with great joy. His name appears for the first time in the 1964 SRCD *Directory of Members*.

Curtis R Acredolo died peacefully on December 9 after a long and valiant battle with cancer that began during graduate school as Hodgkins Disease. Dr. Acredolo was born on June 9, 1947 in Richmond, CA. He received his bachelor's degree from UC Berkeley, and his Ph.D. in 1975 in Child Development from the University of Minnesota. Curt joined the Human and Community Development Dept. at UC Davis in 1976. His research interests included developmental changes in children's coping skills and their understanding of logical principles. His most lasting legacy to UC Davis was as a teacher and mentor to undergraduate and graduate students. Through the establishment of two companies, he helped agencies evaluate and refine their programs and demonstrated

(cont. on p. 11)

MILESTONES (CONT.)

Milestones (cont. from p. 10)

how research in the social sciences can and should inform policy. Of SRCD, a close friend stated, "Curt was a staunch member since graduate school days [1967]…, and SRCD was always near and dear to his heart."

Eleanor J. (Jackie) Gibson, a pioneer in perception studies, died on December 30, 2002 at the age of 92. Born December 7, 1910, in Peoria IL. She received her bachelor's degree in 1931 and her master's in 1933 from Smith College, and her Ph.D. in 1938 in Psychology from Yale University. Dr. Gibson was best known for development of the "visual cliff." She joined SRCD in 1970, and served on Governing Council from 1979-1985 with presidents John Flavell, Eleanor Macoby, and Arthur Parmelee.

Thomas Tighe died January 15, 2003 of a heart attack at the age of 74. He was born in 1928 in Hartford, CN, a son of Irish immigrants. He earned degrees at Trinity College and received his Ph.D. in Psychology from Cornell University. He served at least two terms as chair of the SRCD Finance Committee and was our liaison to AAAS. His name appears for the first time in the 1972 SRCD *Directory of Members*.

David C. Rowe, 53, Prof. of Family Studies and Genetics at the University of Arizona, died February 2, 2003. Born in Montclair, NJ, David received his A.B. in social relations from Harvard in 1972 and his Ph.D. in Psychology from the University of Colorado in 1977. Prof. Rowe held positions at Oberlin College, the University of Oklahoma, the University of Arizona, and was a fellow at Cambridge University, Cambridge, England. He was a world-renowned behavior geneticist who significantly advanced the understanding of nature-nurture issues. A prolific writer, he authored more than 170 scientific articles and two books. David's name appears for the first time in the 1987 SRCD *Directory of Members*.

ANNOUNCEMENTS

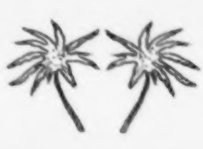
Announcing the annual Meeting of the Jean Piaget Society. The Jean Piaget Society announces the 33rd Annual Meeting to take place in Chicago, Ill, June 5-7, 2003. This year's theme is *Play and Development*. Scholars interested in the development of knowledge are invited to participate whatever their discipline. Submissions which do not address the program theme are welcome. Please visit the Jean Piaget Society website (http://www.piaget.org) for registration details, or write to: Colette Daiute, The Graduate Center, CUNY 365 Fifth Avenue, New York, NY 10016; cdaiute@gc.cuny.edu.

27th Annual National Quality Infant/ Toddler Caregiving (QIC) Workshop will be held from June 16-20, 2003, under the directorship of Dr. Alice Honig. Contact Syracuse University Continuing Education Inquiries at: 700 University Ave. Syracuse, NY 13244-3273; E-mail: PartTime@uc.syr.edu; amstewar@uc.syr.edu; Tel: (315) 443-3299; Fax: (315) 443-4174; E-mail: cwu14@syr.edu.

The 2004 meetings of the International Society for the Study of Behavioural Development will be held in Ghent, Belgium, July 11-15, 2004. **Submission deadlines: Symposia:** September 10, 2003; **Posters:** October 1, 2003. For regularly updated information about this meeting send an e-mail with your name and address to: issbd@rug.ac.be. More information is available from the Department of Developmental, Personality and Social Psychology, Ghent University, Henri Dunantlaan 2, B-9000 Ghent BELGIUM; Fax: + 32 (0)9 2646486; website : http://allserv.rug.ac.be/ISSBD2004.

Fragile Families Summer Data Workshop. The Social Indicators Survey Center at the Columbia University School of Social Work is accepting applications for the Fragile Families Summer Data Workshop to be held July 21-25, 2003 at Columbia University. For additional information and applications, go to www.siscenter.org, or call (212) 854-9046. Applications are due May 1, 2003.

Head Start's 7th National Research Conference: Announcing the *Call for Presentations* for "Promoting Positive Development in Young Children: Designing Strategies That Work, "presented by the Administration on Children, Youth and Families, U.S. Department of Health and Human Services, in collaboration with Xtria, LLC; Columbia University's Mailman School of Public Health, and Society for Research in Child Development to be held June 28-July 1, 2004 in Washington, DC. The *Call* is available at http://www.headstartresearchconf.net. Proposals are due on June 27, 2003. For more information, please contact Bethany Chirico; hsrc@xtria.com; 703-821-3090 ext. 261.



2003 Biennial Meeting in Tampa, April 24-27th!

** Visit SRCD's website (www.srcd.org) regularly. **

Important Notice

- Journals are not forwardable. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
- Contact the SRCD Membership Office (Tel: (734) 998-6524; Fax: (734) 998-6569; E-mail: jretter@umich.edu) if you have concerns or questions regarding your publications or your membership.
- Membership applications are available on the SRCD website.

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Developments' Submission Guidelines

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated.

Photographs: 300 DPI, grayscale, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker tetucker@umich.edu; 734-998-6445 for information and an order form. General ad specs:

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SRCD Developments

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs Editor
Frances Degen Horowitz
fdhorowitz@gc.cuny.edu

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The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:

December 1 for January issue
March 1 for April issue
June 1 for July issue
September 1 for October issue

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich. edu.

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 46, Number 3 **July 2003**

Notes from the Executive Officer

Executive Office staff members, left to right, *Row 1*: Thelma Tucker, John Hagen, Jennifer Retter; *Row 2*: Elliot Harik, Kate Tallerico, Joshua Sledge, Amy Debrecht, Detra Davis. Missing from photo: Patricia Settimi and Angela Mackay.

The 2003 Biennial Meetings of SRCD are now history. The number of registrants for the Tampa Meetings was the third largest ever (Washington D.C. in 1997 was the largest and Minneapolis was second). The program was the largest in terms of accepted submissions, and the diversity in terms of topics, age levels covered, and author characteristics in

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Message From the President

TAMPA
Marriott

Past President Ross Parke with President Esther Thelen

Nearly all developmental textbooks reprint an evocative image credited to Uri Bronfenbrenner. A small child stands at the center of a set of concentric circles. The circles refer to the ever-widening context of the child's development within family, neighborhood, school, community, nation, and so on. As a systems theorist, I like this image very much. But I also like to add my own imaginary cartoon of the mutually interactive influences within the child that connects her to this world: emotional, perceptual, motor, cognitive, genetic, hormonal. When we see development we see the result of all of these intersecting circles.

I have been recalling these images a lot lately as I take over the office of President of the Society of Research in Child Development. The SRCD has a complexity that mirrors, and befits, the complexity of the children we study. Our diversity is astounding. Just a brief glance at the program of our Tampa meeting shows topics as different as parenting, language, violence, genetics, vision, reasoning, temperament, ethnic issues, social policy, brain function, and more. The array is especially awe-inspiring to me because my own work

(cont. on p. 11)

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REPORT FROM GOVERNMENT FELLOW

Dual Policy Roles

Anthony D. Salandy
Center on Aids and Other Medical Consequences of Drug Abuse, National Institute of Drug Abuse, NIH, DHHS

I have the distinct pleasure of being the first individual to participate in both of the Congressional and Executive Branch Fellowships. As a Congressional Fellow, I worked in the Office of Congressman Charles Rangel. My primary responsibility was to work on the reauthorization of the Temporary Assistance to Needy Families (TANF) legislation.

Government Fellows, Past and Present *Left to right, Row 1*: Rhonda Boyd, Tamara Heagerich, Marilou Hyson, Stephanie Curenton, Ivelisse Martinez-Beck, Heather Biggar Kersey, Ann Marie White, laurie Cutting. *Row 2*: Brian Wilcox, Kim Boller, Helen Raikes, LeShawndra Price, Jessica Campbell, Margaret Feerick, unidentified *Row 3*: Jonathan Miles, Liz Albro, Rachel Schiffman, Anthony Salandy, Cassandra Simmel, unidentified.

My additional duties included managing a legislative portfolio that included issues pertaining to agriculture, the environment, children and families, drug abuse, and HIV/AIDS. Some of my tasks included writing speeches and editorials, meeting with constituent groups, drafting correspondence and legislation, organizing briefings, and advising the Congressman on legislation.

The highlight of my year on the Hill was the work I did in assisting on legislation that resulted in a special session of the 107th Congress in New York City. It was an extraordinary experience to develop an idea from a New York *Daily News* editorial that culminated in Congress convening outside Washington for the first time since the early beginnings of our government.

The long hours on the Hill and the fast pace of the legislative arena quickly gave way to the subdued research environment at the National Institutes of Health.

Currently, I work at the National Institute on Drug Abuse at NIH, DHHS, as an Executive Branch Fellow. My task is to delineate a research agenda to address gaps in HIV/AIDS and drug abuse research with a special emphasis on youth, drug-related violence, healthy workforce, and other public health problems in epidemiology, etiology, prevention, treatment, and service research in the Caribbean region.

In addition, I am the managing editor of a newsletter for the Center on Aids and Other Medical Consequences of Drug Abuse that highlights HIV/AIDS and drug abuse research efforts in the Caribbean.

My experience as a SRCD fellow has changed my life. I am certain that when I return to academia, my experiences and new perspective surely will enhance my research.

My contact information:
asalandy@mail.nih.gov
www.nida.nih.gov
(301)451-4938

We Can Make a Difference

Melanie Killen
University of Maryland

Last week (Friday, June 6th, 2003), Judge Nancy Gertner, the federal district judge in Boston, upheld the constitutionality of a school desegregation policy adopted in Lynn, Massachusetts, 15 years ago. This was the case that I wrote about in the December 2002 issue of *Developments*. The Chief of the Civil Rights Division in Boston, Richard Cole, who tried the case, was ecstatic. The Attorney General, Tom Reilly, said that: "This is a great victory for public school students and for civil rights." Apparently, the judge relied heavily on the expert witness evidence, which argued for the benefits of diversity from a developmental psychology viewpoint. Thus, this is a good example of how findings from developmental psychology can make a difference in the lives of children.

FOCUS ON...

The Role of Research in Philanthropy

Kristin Anderson Moore
President and Senior Scholar
Child Trends

The role of research in philanthropy is often misunderstood or underestimated by both the research and the foundation communities. Both can learn from the experience Child Trends has had in building collaborative relationships with a number of foundations, specifically with the John S. and James L. Knight Foundation, the Edna McConnell Clark Foundation, and the Foundation for Child Development. These foundations not only use research, trend data, and evaluation in their work on a regular basis, but they also see research as a critical component of their work.

After working with foundations for more than 20 years as a researcher, my perception is that *foundations* are more savvy about how research can be useful to foundations than *researchers* are about how and why they ought to be assisting foundations.

Foundations, after all, are important engines of change in the United States. They support innovative programs. They provide start-up money for new ideas. They influence the direction of policies and programs in communities that others fund. They take risks. And their work can benefit from the knowledge and methodological experience of researchers.

Foundations often look for partners as they develop and implement their agendas. This work can be engaging, gratifying, and intellectually challenging—and it often informs the other work that researchers do. Yet researchers tend to see foundations as funders for the work that researchers *themselves* want to do. Researchers need to understand that foundations have agendas, boards, mission statements, and specific goals that direct their research needs.

What Is Required?

Researchers and foundation staff have to be able and willing to form a partnership and work together to determine what research is to be done, how to do it, and what ultimately will be done with the findings. For their part, foundations need to allow their research partners to publish based on their work together; they can even publish together, so that both parties to the partnership benefit.

Kirstin Moore

What Are the Possible Roles for Researchers With Foundations?

Based on the work that we have done over the last 24 years at Child Trends, the following are some possible ways for researchers and foundations to work together:

- ***Identifying a problem***: For example, researchers have examined the consequences of both teen childbearing and maternal employment. Negative consequences for children have generally been found to be associated with teen childbearing, but not with maternal employment in general. Thus, research indicates that programs to prevent teen childbearing are a good idea, while interventions to keep mothers from working seem to be unnecessary. By identifying problems, researchers can help foundations hone their focus.
- ***Investigating effective program and policy strategies based on prior research***: For example, research on adolescents has identified the importance of relationships, including parent-child relationships and friendships with peers. Moreover, research finds peer relationships are not only important but that they are also generally positive. This suggests programs that address relationships and peer groups deserve attention.
- ***Identifying mistakes that should be avoided***: Policy makers often seem to want informational or educational approaches and simple, quick, low-cost solutions. It would be nice to have an inoculation to ward off problems, of course, and this may explain the popularity of approaches such as "Scared Straight" and sex education programs that lecture students sternly. However, researchers find that these quick, low-cost approaches don't work for at-risk teens. Learning from previous work can save time and resources.
- ***Evaluating foundation-funded programs, including implementation evaluation, outcome monitoring, and full-fledged random assignment experimental evaluation.*** Not every program warrants experimental evaluation, but researchers can do studies that assess how well a program was implemented in the field and help monitor outcomes over time.
- ***Sharing findings with journalists and policy makers, as well as foundation staff:*** Even when work is done

(cont. on p. 8)

REPORT FROM SRCD WASHINGTON OFFICE

Head Start: Where We're At

Rebecca Goodman
Office of Policy & Communications

Since it began in 1965, Head Start has served over 21 million children and their families. It has been the recipient of much praise over the years, yet has continuously worked towards improvement. Head Start is currently serving over 912,000 of the country's most vulnerable children. However, less than half of all eligible children are enrolled because of funding limitations. This year, Congress has the serious task of reauthorizing the Head Start legislation.

Head Start serves children that are at or below 100% of the federal poverty level compared with state-funded preschool programs that generally serve children at 130% or higher of the federal poverty level. In the 1998-1999 period, 69% of Head Start families earned less than $12,000 a year and in 2001 the median family income of Head Start families was between $9,000 and $11,999. Fortunately Head Start is free to families, whereas other child care or state-funded preschool programs charge families for the services they receive. Each state's commitment to early childhood programs varies, which invites differences in funding, but the federally mandated Head Start sets the funding level for each state based on the number of anticipated participating children.

There is no debate that members of Congress and the Administration want to do what is best for children, specifically Head Start children; the debate is what *is* best for these children. The Administration's view of Head Start is consistent with their focus on education and essential coordination of early childhood programs within states.

Earlier this year advocates and policymakers began the process of analyzing the current Head Start program. Rumors abounded that the Administration wanted to see the program moved to the Department of Education; so far the introduced legislation has not recommended such a move. The National Head Start Association launched a campaign to "Save Head Start" by opposing any legislation or changes that would dismantle the current program, including moving it to the states.

Rebecca Goodman

This bipartisan issue is quickly becoming a very partisan debate. House Republicans unveiled a bill authored by Representative Michael Castle (R-DE) that would change the funding structure of Head Start. It would give states the opportunity to manage Head Start funds themselves and to combine Head Start with other early childhood programs. Many advocates are concerned that such a change would ultimately lead to a decrease in per-child funds spent on early childhood programs. They are also concerned that there will be changes to quality and performance standards, and that the states may try to serve more children with the same amount of funds, forcing them to reduce the services to children and families.

The Head Start program has grown, just as the children, into a better program with higher goals and more guidance. Legislation that does not recognize the commitment of Head Start to serving young children, that does not include the full set of Head Start Performance Standards, and that chooses to change rather than improve the structure of the program, will risk a decrease in quality, and perhaps in the comprehensive gains in child development for which Head Start is known.

The Brookings Institution, a nonpartisan research institution, held a briefing titled "Head Start's Future" on May 7, 2003. Three distinct panels discussed the program and its reauthorization this year. Congressmen Michael Castle and George Miller participated in the first panel and expressed their views on changing the funding structure of the Head Start program. During the briefing, several experts recommended the formation of a task force to explore

(cont. on p. 13)

The Office for Policy and Communications is delighted to welcome its first summer intern, Christopher Smith, who will be working with the office on creating additional infrastructure in the form of databases and fact sheets. Chris will be a senior at Georgetown University this fall.

I will be leaving the Office for Policy and Communications this summer. It has been a privilege to represent the interests of SRCD in my role, and a pleasure to work with SRCD staff and members. Please address all future inquiries for the Office to the general mailbox at srcd@apa.org.

A STUDENT SPEAKS

Forget Graduate School...For a Summer!

Shannah Tharp-Taylor
Graduate Student
University of Pittsburgh

What exactly are you planning to do this summer? Have you thought about spending a few months at your dream research institute? You could even summer in New York City working at an organization dedicated to children's social issues or writing science news features for a newspaper or magazine.

Summertime provides a window for exploring opportunities outside of the typical GSR or TA experiences. There are many prospects for people with the strong writing skills and analytical thinking abilities gained in graduate school. In fact, an eight-to ten-week program may offer an option for students who are looking to vary their work histories or who are simply interested in doing something different.

Selecting the appropriate summer fellowship or internship can enhance students' training by providing funding and time to concentrate on research areas we may be too busy to pursue during the school year. In fact, many research think tanks across the country offer summer internships for students to work on independent projects while utilizing the resources of the host institution. For example, Educational Testing Service (ETS) offers a summer program in research for graduate students. Interns in this program participate in research under the guidance of a senior ETS researcher in one of ETS's many research areas from education to statistics.

This past summer, I tried my hand as a grant evaluator for the Foundation for Child Development through the Putting Children First Summer Fellowship in Child and Family Policy. This program, sponsored through Columbia Teachers' College, provides an opportunity for Ph.D. students to "link their academic learning with their interests in social policy by working in a city or state agency or in a private foundation on a policy relevant project." The fellowship afforded me a bird's-eye view into grantmaking for policy-related research. Meanwhile, I was able to contribute using skills gained through my graduate training by evaluating the merits of research proposals and collecting, organizing, and reporting information gathered at conferences back to the foundation staff. I even conducted preliminary analyses of data investigating the quality of children's education as a function of tuition costs—an interesting question outside of my usual research pursuits.

Shannah Tharp-Taylor

If looking for something completely different, a budding psychologist studying aggression in children might, for example, choose to intern at Harlem Children's Zone where interns develop arts-based projects, prepare lesson plans, and teach media literacy and video production to youth in an effort to reduce teen violence.

Information on these and other summer internship opportunities can be found on the Internet. The Guide to Careers in Child and Family Policy (http://www.igpa.uillinois.edu/cfp/) hosts links to many internship programs of varying lengths and will be back up and running at the end of June. Additionally, the Everett Public Service Internship Program website (http://www.everettinternships.org/default.html) could also be useful. Additionally, look at websites for organizations, companies, and government agencies where you would like to spend a summer. Be sure to find out whether they offer paid or volunteer positions.

This summer, I hit my beat as a science writer for the Chicago Tribune through the AAAS Mass Media Fellows Program. AAAS Fellows use our academic training in the sciences as we research, write, and report today's headlines, for newspaper, magazine, television, and radio. I chose this fellowship to learn to present my research in a way that will be understandable and interesting to nonspecialists as well as to gain a better understanding of the process for disseminating science news to a broader audience outside of academia.

So, look for my byline and I'll look for yours next summer.

SRCD Contact Information

Membership & Website:
Tel: (734) 998-6524
Fax: (734) 998-6569
Email: jretter@umich.edu

Biennial Meeting Program:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: tetucker@umich.edu

Permissions & Exhibits:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: adebrech@umich.edu

MEMBERS IN THE MEDIA

Members in the Media

The SRCD Office for Policy and Communications is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following are submissions by our members and are presented according to name, affiliation, and date of the media coverage, and title or brief description of the topic:

- **Jeffrey Arnett, University of Maryland**: *NPR – Talk of the Nation*, May 28, 2003: Adolescence and the definition of adulthood.
- **Lindsay Chase-Lansdale, Northwestern University and Sandra L. Hofferth, University of Maryland**: *Yahoo!News*, March 11, 2003: "When Moms Earn, Kids Learn."
- **H. Harrington Cleveland, University of Nevada, Las Vegas**: *Miami Herald – International Edition*, February 27, 2003: "Smoking, drinking linked in schools."
- **H. Harrington Cleveland, University of Nevada, Las Vegas**: *Alcoholism & Drug Abuse Weekly*, March 10, 2003: High-use schools may influence drinking, smoking among peers.
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *The Star Ledger*, February 23, 2003: "Want to spy on your kids? Be prepared for the worst."
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *Woman's Day*, March 4, 2003: Kids' Day.
- **Michael Lewis, UMDNJ –Robert Wood Johnson Medical School**: *Developmental Psychologist TV series*, April 25, 2003: Emotional Developmental in Adolescence.
- **Suniya Luthar, Columbia University**: *The Philadelphia Inquirer*, February 3, 2003: "Help teens cope with isolation, stress."
- **Gerald W. McRoberts, Lehigh University**: *CNN Headline News*, February 7, 2003: "BabyEars: A recognition system for affective vocalizations."
- **Gerald W. McRoberts, Lehigh University**: *BBC World Service*, February 19, 2003: "BabyEars: A recognition system for affective vocalizations."
- **Gerald W. McRoberts, Lehigh University**: *National Public Radio*, March 2 and March 19, 2003: "BabyEars: A recognition system for affective vocalizations."
- **John P. Murray, Kansas State University**: *Touched By An Angel*, March 15, 2003: Research findings on

(cont. on p. 7)

POSITION OPENING

Department of Human Development/Institute for Child Study
University of Maryland – College Park

The Department of Human Development/Institute for Child Study, University of Maryland, invites nominations and applications for the position of Chair. Department faculty engage in research on human development and learning. Doctoral specializations are offered in Developmental Science, Educational Psychology, and Human Development. Masters programs are offered in Human Development and Early Childhood. An undergraduate major is available in early childhood teacher education.

Qualifications include: Doctorate in human development, educational psychology, developmental psychology, or related field; publication and external funding record commensurate with appointment as full Professor; administrative experience as department chair, associate dean, or other comparable experience. A full position announcement can be found at: www.education.umd.edu/news/vacancies.

Candidates should submit an application letter addressing the qualifications, current curriculum vitae, representative publications, and contact information of three persons from whom letters of reference may be requested. Send nominations and applications to: Philip J. Burke, Ph.D. • Human Development Chair Search Committee • Room 1308 Benjamin Building • University of Maryland • College Park, Maryland 20742 • Voice: 301-405-6515 • FAX: 301-314-9158 • Email: pburke@educ.umd.edu. Review of applications will begin immediately and continue until the position is filled. Submit by October 1, 2003 for best consideration. Position appointment effective July 1, 2004. EOE/AA.

NEW LEADERSHIP

William T. Grant Foundation Announces Leadership Transition

Robert Granger and Karen Hein at the 2003 SRCD Biennial Meeting

The William T. Grant Foundation announced that Karen Hein, M.D., president of the Foundation since 1998, will step down as of July 1, 2003. After 35 years in academia, government, health policy, and philanthropy, upon her departure from the Foundation, Dr. Hein will work on global peace education efforts, perform public service in Asia, and continue to serve on the boards of a number of national and international organizations.

Her successor will be Robert C. Granger, Ed.D., currently senior vice president of the Foundation. Since joining the Foundation in 2000, Dr. Granger has been responsible for leading the Foundation's grant-making, including refinements that would improve its impact on youth policy and practice. Dr. Granger's research specialties include the study of social programs and policies that affect low-income children, youth, and families. He earned his doctorate in education from the University of Massachusetts, Amherst.

Members in the Media (cont. from p. 6)

- **Darcia Narvaez, University of Notre Dame**: *PBS*, March 18, 2003: "Education news that parents can use."
- **Darcia Narvaez, University of Notre Dame**: April 4, 2003: Character education.
- **Pamela Trotman Reid, University of Michigan**, *The Detroit News*, March 26, 2003: "Ambition adds up to girls' success."

We encourage and welcome all members to report recent noteworthy mentions in local, state, or national magazines, newspapers, news broadcasts, radio spots, interviews, or articles published based on their research (limit: submis-sions per topic for each member.) Information may be mailed, e-mailed, or faxed to: SRCD Office for Policy and Communications; 750 First Street, NE; Washington, DC 20002-4242; (202) 336-5953; fax srcd@apa.org

FELLOWSHIPS AVAILABLE

Radcliffe Institute for Advance Study
Harvard University

THE RADCLIFFE INSTITUTE FOR ADVANCED STUDY AT HARVARD UNIVERSITY awards approximately thirty fully funded fellowships each year. Radcliffe Institute fellowships are designed to support scholars and scientists, as well as artists and writers of exceptional promise and demonstrated accomplishment, who wish to pursue work in academic and professional fields and in the creative arts. Applicants must have received their doctorate or appropriate terminal degree by December 2002 in the area of the proposed project. Radcliffe welcomes proposals from small groups of scholars who have research interests or projects in common. Please check the Website for more information.

The stipend amount is $50,000. Fellows receive office space and access to libraries and other resources of Harvard University. During the fellowship year, which extends from September 13, 2004 through June 30, 2005, residence in the Boston area is required as is participation in the Institute community. Fellows are expected to present their work-in-progress and to attend other fellows' events.

For more information, visit our Website at www.radcliffe.edu.
Write, call, or e-mail for an application:
Radcliffe Application Office
34 Concord Ave. • Cambridge, MA 02138ph: 617-496-1324 • fax: 617-495-8136 • e-mail: fellowships@radcliffe.edu

Applications must be postmarked by October 1, 2003.

Focus on... (cont. from p. 3)

specifically to inform foundation decision-making, sharing this knowledge with programs and communities that cannot commission their own studies can benefit the larger community. It also can free up community and foundation resources for other activities.

What's in it for Foundations?

Very few foundations have large research departments. So drawing on the deep or the broad expertise of the research community can extend foundations' knowledge base.

What's in it for Researchers?

As a researcher, I can say that collaborating with foundations is often very stimulating work. It involves interacting with people who live and work in the "real world," and operating in that world offers a chance to make a difference directly, by developing a program, helping a community, or contributing to public dialogue.

(cont. on p. 13)

Reflections on the History of SRCD

On Saturday afternoon, April 26, 2003, a special 70th anniversary event was held at the biennial meeting in Tampa, FL. Past presidents of the Society gathered to share their thoughts and observations about where the field and the Society were and where they are going. Pictured below are the discussants and the dates of their SRCD presidency. (See page 13 for a listing of supporters of our 70th anniversary events.)

Eleanor Maccoby 1981-1983

E. Mavis Hetherington 1985-1987

Frances D. Horowitz 1997-1999

Michael Rutter 1999-2001

Robert N. Emde 1991-1993

Willard Hartup 1993-1995

Glen H. Elder, Jr. 1995-1997

MEMOIRS

Thomas J. Tighe
1928-2003

Thomas Tighe passed away on January 15, following a heart attack. Two hallmarks which characterized him were a thoroughness in preparation and execution of any task he undertook and a wry sense of humor revealed sometimes only by a twinkle in his eye. The task preparation and performance were manifest in the many aspects of his career: teaching, research, and administration. His sense of humor came out in knowing when not to take himself too seriously without sacrificing his principles.

Tighe was born in Hartford Connecticut on December 30, 1928. He received a B.A. from Trinity College as an undergraduate, majoring in English. After serving in the army during the Korean War he began graduate study at Cornell University. Working under the guidance from Richard Walk, he received his Ph.D. in experimental psychology in 1959.

One of the highlights of Tighe's research at Cornell was his collaboration with Walk and Eleanor Gibson on the initial investigation of the visual cliff (Gibson, Walk, & Tighe, 1958). Another highlight of the time at Cornell was his falling in love with, and marrying, fellow graduate student, Louise Sherlock. Together they moved to New York for his first teaching position at Columbia University (Barnard College).

After teaching at Barnard from 1960 to 1963, Tom moved on to Dartmouth College where he taught till 1984. His research focused on perceptual and discrimination learning in children and animals. One emphasis was on the transfer of learning within and outside of the initial stimulus dimensions after an initial discrimination had been mastered (intra- and extra-dimensional shifts). He developed a model of the transfer behavior in terms of subproblem learning which was able to explain age differences in children's performance as well as the performance of various animal species.

While at Dartmouth Tom served a term as Chair of the Psychology Department and also as Associate Provost for Budget and Planning. Such positions signaled a career shift to administration. Thus it was not surprising when he moved to the University of Texas at Dallas as Dean of the School of Human Development, serving from 1984 to 1988. In 1988 he returned to his home state as Provost and Vice President for Academic Affairs of the University of Connecticut, serving until 1995. He then moved to the University of South Florida serving as Provost and Executive Vice President until 2000. Stepping down from these high administrative posts he became Founding Director of the University Center for Brain and Behavior and returned to teaching duties in the Psychology Department. With all the fiscal skills he had acquired Tom was able to contribute to SRCD—he served on the SRCD Finance Committee acting as Chair from 1996 to 1998.

In spite of the demands of his administrative duties Tom never lost his keen interest in research. This is exemplified by his book on modern learning theory (Tighe, 1982), his book co-edited with J. Dowling on psychology and music (Tighe and Dowling, 1992), and a study with Michael Fanselow of contextual conditioning of rats (Fanselow and Tighe, 1988). He was also able to use his passion for research to contribute to SRCD as Liaison Officer to AAAS from 1983 to 2002. He organized some twenty-four research Symposia for AAAS annual meetings. The topics, represented by superb scholars, ranged far and wide over development. They were timely and of high interest. Examples include "Development of Scientific Thinking" (1984), "Normal and Pathological Aging of Human Memory" (1987), "A Critical Examination of the Concept of Critical Periods" (1991), and "Successful Children in Risky Environments" (1999).

Toward the end of his administrative career, and sadly his life, Tom turned his scholarship toward the university itself. Using his perspective as a teacher, researcher, and administrator he authored a book, *Who's in Charge of America's Research Universities?* This book, published posthumously, is subtitled *A Blueprint for Reform*. It is a scholarly treatment of the history of the American research university and its achievements. Tom makes the case that the university is under attack from a variety of sources. However, he has positive suggestions about how the various constituencies of the university can work together to overcome these dangers.

Tom is survived by his wife, Louise, his daughter, Lisa Cramer, son-in-law, Rex Cramer, and his son Mark Tighe and daughter-in-law, Mitzi Kremer Tighe. With his death his family has lost a devoted husband and father, the Society has lost a splendid contributor, and higher education has lost a fine teacher, scholar, and administrator.

Herbert Pick
Institute of Child Development
University of Minnesota

NOTES FROM THE EXECUTIVE OFFICER (CONT.)

(cont. from p. 1)

terms of indices such as disciplines and countries of origin were indeed impressive. Of the 5,300 persons in attendance, 1,980 were students and over 700 were from countries other than the U.S. Comments on the Tampa site were overwhelmingly positive, and the Governing Council (GC) of SRCD expresses special thanks to the members of the program committee, and especially the co-chairs, Erika Hoff and Brett Laursen, for their dedication to making this one of the most successful meetings ever. Thanks also are owed to Judith Becker Bryant and Jim Barnard from the University of South Florida for facilitating many arrangements and providing and supervising over 150 volunteers who played a crucial role in carrying out the meetings. Our wonderful staff members in Ann Arbor took a brief time off from their duties in Tampa to be photographed and the results can be viewed on page 1.

The special features of the meetings that commemorated the 70th Anniversary of the Society were very well attended and received. While the growth of SRCD in terms of the size of the biennial meetings and the size of its publications is apparent to all of us who have been members for awhile, the magnitude of the changes, not just in size but in contents and quality, became apparent as one viewed the exhibits and attended the many special sessions that addressed both the changes in the Society and the changes in the field of the study of child development. The special display commemorating the 70th Anniversary is shown in the photo below. Parts of this display will be available on the SRCD website in the near future. One registrant was overheard to say, "It is humbling yet exciting to see how our field has flourished in spite of the changes and obstacles that have been the course of our history."

MEETINGS THROUGH THE YEARS
ROSTER OF EDITORS

A glimpse of the 70th Anniversary of SRCD history display.

A major change for the 2003 Meetings was moving the plenary session and presidential reception from Saturday to Friday afternoon. Our reason was that many attendees are feeling the effects of three day's of meetings by Saturday. Indeed, attendance at the plenary, including President Ross Parke's address and the awards ceremony (see below and on page 12 for photos of awardees) was very high. This Friday schedule will likely be retained for the 2007 meetings in Atlanta. It does mean that we did not schedule a special, elective event on Friday (such as the visit to the Minneapolis Museum of Art in 2001), so this was a trade-off. Given our size, it has become increasingly difficult to locate appropriate venues, sell tickets at reasonable prices, and get sufficient numbers to attend. Feedback from members on this schedule change and loss of the elective event is most welcome!

Over the years I have heard time and again from attendees that the content of the program seems to have shifted, and usually the person making the comments feels that his/her special areas of interest have lost time or emphases. There certainly have been changes over the years, but as Esther Thelen points out in her presidential column in this issue of *Developments*, the program has become richer and more

(cont. on p. 11)

Distinguished Scientific Contributions to Child Development Awardees: Lois Bloom, Marshall Haith, William Greenough, and Lee Robins.

CONTINUATIONS...

Distinguished Contributions to SRCD Awardee, Mark Appelbaum.

Award for Distinguished Contributions to the Lives of Children winner, Irving Harris, was unable to attend.

Distinguished Contributions to Public Policy for Children Awardees: Robert McCall and Dan Olweus. Unable to accept their awards due to illness: Steven Ceci, Leon Eisenberg.

Award for Early Research Contributions Awardees: John Spencer and Ariel Kalil.

Notes from the Executive Officer (cont. from p. 10)

diverse in many ways. With almost 3,000 different presentations, most people should find more than enough in their specialty areas. Again, if you have particular suggestions in terms of content, points of view, or diversity for the program, please let me know, and I will be sure they are brought to the attention of the new Program Committee.

We thank you all for your participation in the 2003 program of the biennial meetings. By all counts, the meeting was a huge success, SRCD has entered its eighth decade, and we look forward to even better programs over the next decade.

John Hagen
jwhagen@umich.edu

Message From the President (cont. from p. 1)

comes from a tiny corner of the child's world, how infants learn to control their movements. Not only are we diverse, we are also dynamic, changing as theories come and go, and as families and social policies also evolve. When I joined SRCD in 1976, for instance, motor development was not even on the program, now there are dozens and dozens of contributions.

I see maintaining diversity and flexibility as the foremost challenge for the officers, governing council, committees, editors, and the superb professional staff in Ann Arbor and Washington. In the face of increasing specialization, we must embrace and celebrate our conversations across national boundaries, disciplines, and levels of study. This is our best reminder that we are not studying just bits and parts, but children. Our common goal is promoting the welfare of children through understanding how they develop. Everyone has something to contribute to this common goal, and I hope that SRCD will continue to be the organization where we can talk to each other.

I am honored, humbled, and not a little intimidated by this office (which turns out to be a whole lot more than a speech at the end!). I only sleep at night because this is such a team effort. Past-presidents Michael Rutter and Ross Parke, and former Secretary Andy Collins have been incredibly helpful, wise, and patient during my two years of serving as President-elect. I look forward to continuing to work with them as well as current President-Elect Aletha Huston, new Secretary Judith Smetana, and the dedicated and ever-sparkling members of Governing Council.

Whereas officers drift through, SRCD is really run by our staff. We credit SRCD's excellent health to the administrative skills of John Hagen, our Executive Officer, and Pat Settimi, our Deputy Executive Officer. They, and a very talented staff in Ann Arbor, have organized our hugely successful biennial meetings, supported our publications, kept our membership at

(cont. on p. 12)

MESSAGE FROM THE PRESIDENT (CONT.)

Message From the President (cont. from p. 11)

high levels, maintained a strong financial situation, and kept the organization in the forefront of child research and policy. It is not always easy to negotiate between academic and administrative issues, but the staff has managed to do this gracefully and responsively.

For our research to serve the lives of children, it must reach the ears of those who formulate and administer child and family policy. The SRCD is committed to maintaining a strong voice in the policy arena. We welcome Mary Ann McCabe as the new director of our Washington Office of Policy and Communication. Mary Ann has replaced Lauren Fasig, who with Rebecca Goodman, revitalized SRCD's links in the Capitol. The Washington staff, along with our Committee on Policy and Communication, work to disseminate research findings to appropriate federal and state legislative and executive agencies. They also keep members informed of legislation and administrative decisions relevant to our research. For example, with other social science groups, we are keeping a close watch on rules for protection of human subjects and ever-changing policies regarding privacy of medical records. SRCD's publication, *Social Policy Reports*, ably edited by Lonnie Sherrod and Jeanne Brooks-Gunn, is another important venue for providing both our members and a wider audience of government agencies and foundations with integrative reviews of policy-related research. On the topic of dissemination, *Child Development* Editor Lynn Liben is asking authors to provide general-reader-friendly summaries of their research papers. Some of this research is policy-related, but some is important basic research. We know there is a large audience for child-related information, so we will continue to work on how to get the messages out there. Finally, we acknowledge Pamela Reid's editorship of our newsletter, *Developments*. Under her editorship, it has been responsive and timely to the changing needs of the Society.

Our publications are the pride of SRCD. We are indebted to our team of wonderful editors, Lynn Liben (*Child Development*) and Willis Overton (*Monographs*), Blackwell Publishers, and an able staff in Ann Arbor, for maintaining our very high quality and visibility. A special thanks to Angela Mackey, who has done such a splendid job as our new Managing Editor.

The issues of diversity are nowhere more salient than in our publications because what gets published truly shapes the field. I join the editors, Publications Committee and Governing Council to continue to work toward fully representing the diversity of our subjects and our members, recognizing that meeting these goals is still a work in progress. We live at a time when there is enormous fluidity in our constructions of social, national, ethnic, racial, and gender boundaries. This means we need to heighten our sensitivity to the changing questions about children and families and the methods we use to study them. As one step, we will be surveying SRCD members about their experiences with our publications and asking for suggestions for the future. Please fill out your survey when you receive it!

SRCD Editors: Lynn Liben, Willis Overton, Pamela Reid, and Lonnie Sherrod.

Like our publications, the biennial meeting sets an agenda for the discipline. Tampa Co-Chairs Erica Hoff and Brett Laursen along with the superb staff in Ann Arbor, under the direction of Thelma Tucker as Program Operations Manager, deserve our thanks for the full and balanced program and agreeable venue. The attendance was splendid. Once again, a highlight of the meeting was the presence of 36 Millennium Scholars. This program, instituted by Frances Horowitz and LaRue Allen, allows a group of minority undergraduates to participate in the SRCD meeting, with experienced scholars as mentors and guides. The goal of the program is to increase minority students in our field. Cynthia Garcia Coll and Natalia Palacios organized this year's group. I look forward to working with Roger Bakeman and Kathleen McCartney on the 2005 meeting in Atlanta. We will continue to seek speakers and symposia on the cutting edge of developmental science and policy, and from our less-well represented disciplines, as well as trying out some new formats for debate and discussion.

Almost twenty per cent of our members come from 47 different countries other than the U.S., and many of them participate in our biennial meeting. As one way of increasing our welcome to our non-U.S. members, GC is working diligently to try to secure a future biennial meeting in a non-U.S. site. There are many logistical and financial issues to consider, but it is a high priority.

I would never have dreamed when I joined the SRCD nearly thirty years ago that I would be serving in this office today. I began as an outsider, from an alien discipline—biology—and although I have shifted my interests

(cont. on p. 13)

CONTINUATIONS AND THANKS

Washington Office (cont. from p. 4)

further improvements, such as teacher qualification, assessment instruments, and coordination among programs with federal funding (Head Start, child care, and services for children with disabilities).

The Society for Research in Child Development, in collaboration with the National Association for the Education of Young Children, and the American Psychological Association, organized a bipartisan briefing for House and Senate staff on June 6, 2003. We were fortunate to have Senator Christopher Dodd and Senator Lamar Alexander as our cosponsors. The purpose of the Congressional briefing was to offer Congressional staff the opportunity to talk with researchers about the Head Start program. We were fortunate to have the involvement of many Society members in formulating the Society's statement on Head Start and providing us with relevant literature and speaker topics for the briefing.

Focus on... (cont. from p. 8)

In sum, reciprocal relationships between the foundation and research communities have tremendous potential. People can collaborate in many and varied ways, and individuals often move back and forth between research and foundation work. The exact ways that researchers and foundations can work together are being invented in real time…and the promise is only beginning to be realized.

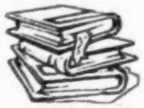
Presented by Kristin Anderson Moore, Ph.D., at the Society for Research in Child Development Conference, April 27, 2003. Child Trends is an independent, nonpartisan research center dedicated to improving the lives of children and their families. For additional information on Child Trends, visit **www.childtrends.org**.

Message From the Pres. (cont. from p. 12)

somewhat over that time, the Society has always felt like a home. Of course the Society has changed, too. We've added many new members and increased the professional staff to meet the increasing responsibilities. We've become much more active in Washington. We've changed publishers. We've added new programs. But we are specialists in change!

To help keep the Society a "dynamic system," I need to hear from you, the members. Please email me your reactions, suggestions, comments, complaints, and photos of the kids. I am so pleased and grateful to serve, and I look forward to experiencing our diversity directly through our ongoing dialogue.

Esther Thelen
thelene@ indiana.edu



SRCD Book Authors/ Editors

SRCD Members are invited to notify the **Developments Office** or editor about your new publications. A listing of new publications by members appears on the "Member News" page.

We wish to recognize and thank all of the 2003 exhibitors, advertisers, and sponsors.

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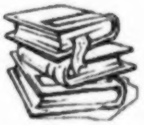
MEMBER NEWS & CLASSIFIED ADS



New Books by SRCD Members

Clark, Eve V. (2003). *First Language Acquisition*. Cambridge, MA: Cambridge University Press.

Gelman, Susan A. (2003). *The Essential Child: Origins of Essentialism in Everyday Thought*. New York, NY: Oxford University Press.

Honig, Alice S., Fitzgerald, Hiram, & Brophy-Herb, H. (Eds.) (2001). *Encyclopedia of Infancy in America*. (2-volume set.) Santa Barbara, CA: ABC-Clio Press.

Shore, Cecilia (2004). *The Many Faces of Childhood: Diversity in Development*. Boston, MA: Allyn & Bacon.

Sugar, Max (2002). *Regional Identity and Behavior*. New York, NY: Kluwer Academic/Plenum Publishing.

Underwood, Marion K. (2003). *Social Aggression Among Girls*. New York, NY: Guilford.

Wekerle, Christine & Wall, Anne-Marie (Eds.) (2002). *The Violence and Addiction Equation: Theoretical and Clinical Issues in Substance Absue and Relationship Violence*. New York, NY: Brunner-Routledge.

2005 SRCD Biennial Meeting

The 2005 SRCD Biennial Meeting will be held in Atlanta, Georgia, April 7-10. The headquarter hotels are the Hilton Atlanta and the Marriott Marquis. Program Co-chairs for the meeting are Roger Bakeman (Georgia State University) and Kathleen McCartney (Harvard School of Education).

Reviewer recruitment for the 2005 meeting program will begin this summer. Coming in July: A website designed to gather information from "volunteer" reviewers. Check the SRCD website for the URL.

MILESTONES

Bernard Pierre Cats died on February 4, 2003 at the age of 59. A member of SRCD since 1989, he received his Ph.D. in 1960 from the University of Amsterdam and his M.D. in Pediatrics in 1990 from the University Utrecht. Dr. Cats' special interests were in neonatal follow-up and retinopathy of prematurity (ROP).

Edwin B. Giventer died at his home in Scarsdale, NY, on February 14, 2003. He was born on February 4, 1917. He earned his Ed.D. from Columbia in 1953. At Brooklyn College, Dr. Giventer was devoted to encouraging the best in students of all ability levels. He joined SRCD in 1984.

Among the 2002 Telly Awards Winners and Finalists was SRCD member **Geri Fox**. She won a Bronze (Finalist) Award for her video, "Normal Development in the First Ten Years of Life." Dr. Fox's video follows one child's growth from infancy through middle childhood, using short clips to illustrate teaching points and stimulate discussion. The national film and video competition is peer-reviewed and criterion-based and receives over 10,000 entries each year.

Chosen as one of only 22 fellows for Zero to Three's prestigious "Leaders for the 21st Century" program was SRCD member **Ayelet Talmi**. This leadership development initiative provides each of the participants with an opportunity to collaborate with top leaders from many disciplines and assistance for an innovative project aimed at improving the lives of very young children. Dr. Talmi will focus her work during 18-month fellowship on promoting infant-parent relationships in the neonatal intensive care unit.

Classified Ads

Quantitative Developmental Methodology Position. Applications are being accepted for an academic year (9-month), tenure-track appointment in quantitative developmental methodology at the Assistant Professor level with a joint appointment in the Experiment Station. Fiscal year term employment (i.e., 11-month appointment) will be offered and continued based on academic personnel review. Faculty advise and teach at the undergraduate and graduate levels. Candidates will be expected to teach and develop a research program that focuses on the application of advanced quantitative methods in human development research. More specifically, we are seeking someone who has expertise in longitudinal statistics, the assessment of developmental processes, and in modeling developmental pathways or trajectories of change. This incumbent will participate in the campus-wide Center on Quantitative Social Science Research and guide graduate student research. Candidates must hold an earned Doctoral or equivalent degree in Human Development, Psychology, Sociology, or related field, and develop a record of research in cognitive, psychosocial, and/or biological development that may emphasize one or more phases of the lifespan. A strong commitment to quality teaching of longitudinal, human-development-related methods and statistics, at both the undergraduate and graduate levels is essential.

Human Development and Family Studies (HDFS) is responsible for an undergraduate degree program and forms the core faculty for both an

(cont. on page 15)

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CLASSIFIED ADS & ANNOUNCEMENTS

Classified Ads (cont. from p. 14)

M.S. degree program in Child Development and a Ph.D. program in Human Development. Research and teaching interests of HDFS encompass the life cycle from birth to old age. Faculty research includes projects ranging from those focusing primarily on contextual determinants of behavioral development to projects focused upon the organismic substrate of such growth. Faculty of HDFS are engaged in collaborative efforts with faculty from other campus departments such as Anthropology, Psychology, Nutrition, and Psychiatry, and with researchers from other University of California campuses as well as other universities in the United States and abroad.

With their applications, interested parties should include statements outlining, in general, their plans for future research, detailing any special skills or training relevant to these plans, and their relevant prior teaching experience. A curriculum vita, official transcripts (for candidates within five years of the degree), representative reprints, and the names and addresses of four references should be sent to:
Professor Xiaojia Ge, Chair;
Search Committee for Quantitative Position; Department of Human and Community Development; University of California; One Shields Avenue; Davis, CA 95616; 530-754-9379 or 530-752-4370 (message).

Deadline for filing application materials is November 1, 2003, or until filled; appointment is anticipated for July 1, 2004.

The University of California is an affirmative action/equal opportunity employer with a strong institutional commitment to the development of a climate that supports equality of opportunity and respect for differences.

Announcements

The 2003 Penn State National Family Symposium, to be held on October 9-10, 2003 on Penn State's University Park campus, will focus on "Creating the Next Generation: Social, Economic, and Psychological Processes Underlying Fertility in Developed Countries." More information is available on the symposium website at http://www.pop.psu.edu/events/symposium/, or by contacting Ann Morris, Population Research Institute, The Pennsylvania State University, 601 Oswald Tower, University Park, PA 16802-6211; Phone (814) 863-6607; Fax (814) 863-8342; email: amorris@pop.psu.edu.

12th Annual National Conference on Parent Education, February 19-21, 2004, Renaissance Hotel, Dallas TX. Deadline for proposals is August 3, 2003. Proposals may be sent by email to Rebecca Edwards (redwards@coe.unt.edu) or Arminta Jacobson (jacobson@unt.edu). For more information, visit the Center for Parent Education website at http://www.unt.edu/cpe/.

Boston University School of Medicine is sponsoring an upcoming course, "Behavior Pediatrics: Clinical Problems in Primary Care, March 12-13, 2004, at the Royal Sonesta Hotel, Cambridge, MA. The course director is Steven Parker, M.D. For more information, please call (617) 638-4605.

The Society for Research in Human Development (formerly the Southwestern Society for Research in Human Development or SWSRHD) will host its biennial meeting in Park City, UT, April 13, 2004. For more information, visit the website http://www.fcs.iastate.edu/swsrhd/2004/default.htm.

18th Biennial Conference on Human Development (CHD 2004) will be held in Washington, DC, April 23-25, 2004. For more details and the call for proposals, see http://adp.gmu.edu/CHD2004. Invited speakers include Adele Diamond, Jacqueline Goodnow, Fred Morrison, and Ross Thompson. Submission Deadline: September 29, 2003. For more information, contact Adam Winsler (awinsler@gmu.edu; (703) 993-1881).

Head Start's 7th National Research Conference: "Promoting Positive Development in Young Children: Designing Strategies That Work," presented by the Administration on Children, Youth and Families, U.S. Department of Health and Human Services, in collaboration with Xtria, LLC; Columbia University's Mailman School of Public Health; and the Society for Research in Child Development to be held June 28-July 1, 2004, in Washington, DC, at the Hyatt Regency Capitol Hill Hotel. For more information, please contact Bethany Chirico (hsrc@xtria.com; 703-821-3090 ext. 261), or visit the website (http://www.headstartresearchconf.net).

The 2004 meetings of the International Society for the Study of Behavioural Development will be held in Ghent, Belgium, July 11-15, 2004. Submission deadlines: Symposia: September 10, 2003; Posters: October 1, 2003. For regularly updated information about this meetings send an e-mail with your name and address to: issbd@rug.ac.be. More information is available from the Department of Developmental, Personality and Social Psychology, Ghent University, Henri Dunantlaan 2, B-9000 Ghent, Belgium; Fax: + 32 (0)9 2646486; website: http://allserv.rug.ac.be/ISSBD2004.

** Visit SRCD's website (www.srcd.org) regularly. **

Important Notice

- Journals are not forwardable. If you do not notify the SRCD Membership Office of a change of address, you will stop receiving your journals.
- Do not send your change of address to Blackwell Publishers.
- Contact the SRCD Membership Office (Tel: (734) 998-6524; Fax: (734) 998-6569; E-mail: jretter@umich.edu) if you have concerns or questions regarding your publications or your membership.
- Membership applications are available on the SRCD website.

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Developments' Submission Guidelines

Pamela Trotman Reid

Text: Provide your material in unformatted text blocks only, preferably using "Times New Roman" 10-pt font in Word or WordPerfect. A photo of the author or topic or both to accompany the article would be greatly appreciated.

Photographs: 300 DPI, grayscale, "tif" files only. If you do not have a scanner to produce the photo quality we need, loan us your photo; we will scan it for our use, and then return it to you.

Ads: Contact Thelma Tucker tetucker@umich.edu; 734-998-6445 for information and an order form. General ad specs:

- 1/8-page display ad is 2" x 3.5" and contains up to 75 words plus a 2-line header
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- Full-page display ad is 7.25" x 8.75" and contains up to 650 words plus a 2-line header

SRCD Developments

Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Thelma Tucker
tetucker@umich.edu

Memoirs Editor
Frances Degen Horowitz
fdhorowitz@gc.cuny.edu

The Newsletter is published four times a year: Circulation is approximately 5,600. The newslettter is distributed to all members of the SRCD including researchers, practitioners in the field of child development, social and behavioral sciences, social workers, administrators, physicians, nurses, educators, and students.

The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

Copy deadlines:

December 1 for January issue
March 1 for April issue
June 1 for July issue
September 1 for October issue

For advertising rates--website display ads, classified or display ads for the newsletter--contact the SRCD Office or tetucker@umich. edu.

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SRCD

DEVELOPMENTS

Newsletter of the Society for Research in Child Development

Volume 46, Number 4 October 2003

Notes from the Executive Officer...

Funding Child Development Research

Federal funding for research, training, and programs has played a major (perhaps the major) role in biobehavioral and behavioral fields for the past fifty years. There have been ups and downs in the availability of funds over the decades as well as political and policy involvements. The largest sources for the fields relevant to child and human development have been several of the 20 plus institutes that make up the National Institutes of Health. Of course, the Department of Education, the National Science Foundation, the Administration for Children and Families, and others have and continue to make substantial contributions as well. Currently there are concerns being expressed at several levels with regard to both funding and controls or restrictions being imposed on potential funding. SRCD is working at several levels, often in conjunction with other organizations, to ensure that the system continues to provide adequate financial resources that are allocated in the ways that we feel are most appropriate. The foundation of the system we have supported for several decades is the peer review system, as free from external involvement and pressures as possible.

It is important to view the current situation in context of the history of the way that the system evolved and earlier threats to its integrity. An example that senior members of our field recall was the commitment of President Kennedy and his family to unraveling the causes and looking for remediation for mental retardation. It was

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Focus on...

New SRCD Policy on Web Publications

At the April, 2003 meeting of the Publication Committee, the question of whether the existing SRCD policy of considering any paper posted on the web as "published" was too restrictive. It was agreed that this policy was problematic and it was suggested that the earlier policy should be rescinded. The Publications Committee (PC) discussed the issues and reviewed guidelines used in other organizations before recommending a new policy to the Executive Council (EC). The EC voted unanimously to accept the recommendation of the PC and to adopt the new policy.

The new SRCD policy will be implemented immediately. It reads as follows:

If a paper is unpublished, the author may distribute it on the internet or post it on a website but should label the paper with the date and with a statement that the paper has not (yet) been published. (Example: Draft version 1.3, 1/5/99. This paper has not been peer reviewed. Please do not copy or cite without author's permission.)

Upon submitting the paper for publication, the author is obligated to inform the editor if the paper has been or is posted on a website.

Authors of articles published in SRCD journals may post a copy of the final manuscript, as a word processing, PDF, or other type file, on their website or their employer's server

(cont. on p. 10)

Mark Your Calendar!

Month	
Oct	
1	2004 Membership Renewal reminders mailed
15	2004 SRA Biennial Meeting online registration available
Dec	
1	2004 Membership Renewal deadline

PS 031539

Millennium Fellows Program

The Millennium Fellows Program, developed and established by SRCD in 1998 to increase minority representation within the field of child development, took place again during the biennial meeting held in Tampa in April of this year. The aim of the program is to provide undergraduates from underrepresented groups with guidance and support in their pursuit of graduate education in Child Development. Fellows were paired with Junior Mentors, a group of current graduate students, so they could receive advice on applying to graduate schools, choosing graduate programs and professors, financial prospects during graduate school years, how to survive the workload, and manage their student, professional, and personal lives. The fellows were also paired with Senior Mentors, a group of established members of the Society, who provided guidance on educational and professional development, and encouraged achievement by sharing their experience and know how with their fellows.

The program reached a new level of success this year with an unprecedented rate of applications and admissions. Overall, 36 Fellows, 25 Junior mentors and 36 Senior mentors participated in the program. Fifteen of the fellows identified as African American, 12 identified as Latino, 7 as Asian, and 2 as Native American/First Nations. The fellows were from universities across the U.S. and Canada including UC Berkeley, Cornell, Princeton, Northwestern, UMASS Amherst, Penn State, Arizona State and the University of Toronto. They all came to the program with good academic records, considering graduate school but uncertain about their prospects and their field of study.

Before and during the biennial meeting, a series of events and activities were designed towards exposing the Fellows

(cont. on p. 5)

The SRCD Monographs

Willis Overton
Editor, SRCD Monographs

As the current Editor of *Monographs of the SRCD*, I recently reported to the Publications Committee and the Executive Council of SRCD some facts about *Monographs* that I assumed were commonly known. However, when several members of both groups expressed surprise at some of this information, I realized that I had made the egocentric mistake of assuming that because *I* knew, everyone else must know also. That experience has led me to writing this piece for the newsletter to share this information about *Monographs* with the entire membership.

Monographs has been – for almost 70 years — a journal highly respected for its contributions that define the cutting edge of conceptual and empirical advances in our field. This tradition was continued and enhanced when, in 1999, SRCD chose Blackwell to be the new publisher of both *Monographs* and *Child Development*. An important consequence of this change is that *Monographs* is now initially distributed to more than 4,000 library shelves. Combined with the distribution to SRCD members, this means that the initial printing of an issue of *Monographs* reaches more than 9,000 bookshelves. This is a particularly impressive number when you consider that even the most highly regarded academic books seldom sell more than 3,000 copies.

Further, after its initial printing as a journal, the monograph is printed again with an ISBN number, thus transforming it into a true *"stand-alone"* book. The book is then marketed by Blackwell, and it appears on Amazon.com, Barnes and Noble.com, etc. This is another opportunity to go far above the initial 9,000 plus. And add here the fact that *Monographs* is available to the membership and many libraries in a full text electronic form. In addition, *Monographs* is now available electronically through Blackwell-Synergy (www.blackwell-synergy.com). This means that not only can members and institutional subscribers access articles online, but so too can many

(cont. on p. 9)

DOCTORAL PROGRAM ANNOUNCEMENT

Developmental Science
Georgetown University

Georgetown University announces its doctoral program in Developmental Science. Students can concentrate either in Lifespan Cognitive Neuroscience or in Human Development and Public Policy. Either concentration leads to a Ph.D. in Psychology. A joint Ph.D. in Psychology and Master's Degree in Public Policy is also offered.

Our doctoral program offers full financial support, in the form of a teaching or research assistantship, for four years to all matriculated students who maintain a satisfactory record of performance.

Further information about our faculty, the Developmental Science graduate program, and application procedures can be found at the internet address: http://www.georgetown.edu/departments/psychology.

REPORT FROM SRCD WASHINGTON OFFICE

Children Living with Terrorism

Mary Ann McCabe, *SRCD Office for Policy and Communications*

The second anniversary of September 11th provides the occasion to reflect on what we are doing for children during this changing climate in America. This is the first generation of American children who will have developed in the broad, uncertain context of international terrorism. This is also the first time that our policymakers are faced with developing a public health system of preparedness that safeguards the unique physical and mental health needs of children and youth. In this column, I will review the progress we have made at the interface of science and policy on the national level regarding the impact of terrorism and war for child and youth development.

Immediately following the terrorist attacks in 2001, a Congressional initiative, the Donald J. Cohen National Traumatic Stress Initiative, was developed to improve access to care, treatment, and services for children and adolescents exposed to traumatic events, and to promote collaboration among service providers in the field. A total of $30 million dollars in grants was awarded through the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMSHA), Department of Health and Human Services.

The result is a new coalition, the National Child Traumatic Stress Network (NCTSN), which combines the results of academic clinical research with the practical experience of community providers. The network has three components: (1) the National Center for Child Traumatic Stress (NCCTS), a joint program of UCLA and Duke University; (2) Intervention Development and Evaluation Centers, whose goal is to develop treatment and service approaches for different types of trauma and special populations (e.g., child welfare, juvenile justice); and (3) Community Treatment and Service Centers, whose goal is to implement and evaluate treatment and service approaches, and provide leadership in training within the community. For further information, please see www.nctsnet.org/nccts/nav.do?pid=hom_main.

2004-2005 SRCD Congressional and Executive Branch Policy Fellowships

This is an exciting opportunity for researchers to come to Washington, DC and use their research skills in child development outside of the academic setting to inform and influence public policy. **Application deadline is December 15, 2003**. Please visit http://www.srcd.org/policyfellowships.html for more information.

The Public Health Security and Bioterrorism Preparedness and Response Act of 2002 chartered a National Advisory Committee on Children and Terrorism (NACCT). Their objective was to provide recommendations to Secretary Thompson, Department of Health and Human Services, regarding a comprehensive public health strategy to meet the physical, medical, psychological, and social needs of children in the face of terrorism. There were 11 specific focus areas and subgroups: primary care; community involvement; school and child care; research and data; training; mental health response; children with special health care needs; mental health recovery; hospital preparedness; public health departments; and prehospital and critical care. The Committee issued its recommendations to Secretary Thompson on June 12, 2003, and can be found at www.bt.cdc.gov/children, including related links to their reports on mental health issues and schools.

The Board on Neuroscience and Behavioral Health (NBH) of the Institute of Medicine has recently issued a report, "Preparing for the Psychological Consequences of Terrorism: A Public Health Strategy." (This is one of many efforts within the National Academies to bring behavioral and social science to bear on the terrorist threat.) While not focused on the needs of children, the report identifies the gaps in: The knowledge base necessary to inform policies and procedures; coordination of agencies and services; training of professionals; public communication; public health infrastructure; and planning and preparedness. The full report can be accessed at www.nap.edu/catalog/10717.html.

A number of national professional organizations have developed fact sheets for parents and professionals to assist children during heightened risk of terrorism or war (Please see "Children and Terrorism Fact Sheets", page 4, for a listing). Given the broad context of national security, including the need for highly technological preparedness, the behavioral and social sciences have been working hard to keep pace with the other sciences, in terms of making scientific knowledge available to policymakers and securing funding levels to insure our progress. Empirical research on the impact of international terrorism in America, including media (distant) exposure, is growing. An example of this can be seen in the number of symposia and posters regarding the impact of the events of September 11 for children, adolescents and parents at the recent biennial meeting of SRCD. Importantly, developmental researchers are investigating potential positive outcomes (e.g., civic-mindedness) in addition to presumed risks. Related bodies of literature provide a base of knowledge on these potential risks to

(cont. on p. 9)

Members in the Media

The **SRCD *Office for Policy and Communications*** is interested in highlighting our members who are featured in the news media for their work on various research-related topics. The following is a *sample* of the recent coverage regarding child care from the July/August issue of Child Development.

- **Jay Belsky, University of London**: *The Wall Street Journal*, July 16, 2003: The Dangers of Day Care.
- **Sarah Friedman, NICHD, Megan Gunnar, University of Minnesota, Eleanor Maccoby, Stanford University**: *HealthDay*, July 22, 2003: More hours in day care, more behavior problems later.
- **Stanley Greenspan, George Washington University, Sarah Friedman, NICHD, Megan Gunnar, University of Minnesota, Aletha Huston, University of Texas at Huston**: *The Start Ledger*, July 16, 2003: Research links stress and day care.
- **Megan Gunnar, University of Minnesota, Eleanor Maccoby, Stanford University**: *USA Today*, July 15, 2003: Day care raises shy toddlers' levels of stress hormone.
- **Megan Gunnar, University of Minnesota, Lynn S. Liben, Penn State University, Sarah Friedman, NICHD, University of Minnesota, Susan Crockenberg, University of Vermont, John Love, Mathematica:** *The New York Times*, July 16, 2003: Two studies link child care to behavior problems.
- **Lynn S. Liben, Penn State University**: *Indiana Star—Indiana Living*, July 1, 2003: No one factor will decide your child's future.
- **Eleanor Maccoby, Stanford University, John Love, Mathematica, Michael Lamb, NICHD, Stanley Greenspan, George Washington University**: *The New York Times*, July 22, 2003: Turning a mass of data on child care into advice for parents.
- **Kathleen McCartney, Harvard University, and Sarah Friedman, NICHD**: *NPR—Morning Edition*, July 16, 2003: Effects of day care on children's behavior.
- **Kathleen McCartney, Harvard University and Nora Newcombe, Temple University**: *NPR—Talk of the Nation*, July 16, 2003: Finding quality day care.

We strongly encourage and welcome all members to report recent noteworthy mentions in local, state, or national magazines, newspapers, news/radio broadcasts, interviews, or articles published based on their research. We are very enthusiastic about the increased interest in this column. (Depending on volume, we may need to limit submissions to three per topic for each member.) Information may be mailed, e-mailed, or faxed to: SRCD Office for Policy and Communications, 750 First Street, NE, Washington, DC 20002-4242 (202) 336-5953 fax, srcd@apa.org

According to ***Child Watch, a program of the Children's Defense Fund:***
Every 44 seconds, a baby is born into poverty ...
Every minute, a baby is born without health insurance...
Every minute, a baby is born to a teen mother..
Every 2 hours, a child or youth under 20 is killed by a firearm...
www.childrensdefense.org/

Twenty Studies That Fascinated Child Psychology

Wallace Dixon
East Tennessee State University

As much as we scientists prefer to view the world from a hard-nosed, empirical perspective in which we sweep any purportive role of aesthetic splendor under our laboratory rugs, there is little denying that we can occasionally revel in the beauty and harmony of a well-designed empirical study. I mean some studies just seem to appeal naturally to our artistic senses. These studies may not be particularly Earth-shattering in their scientific impact (although many certainly are!), but they just seem to resonate with all that's good and honest in the scientific world.

Of course, from an empirical, analytic perspective, it's not enough simply to marvel at the magnificence of a well-designed research study, there is also a certain compulsion to understand why we deem such research as fascinating. Or at least, I feel that compulsion. To better apprehend what makes for a fascinating study in child psychology, I undertook the first step of aggregating the opinions of other scientists. As with the other most outstanding studies articles I have reported here, my sampling frame was primarily composed of the doctoral level membership of the

(cont. on p. 5)

JOB OPENING

Applied Developmental Psychologist

Claremont Graduate University

Tenure Track Graduate Faculty Position: Successful candidate expected to teach graduate students, supervise graduate student research in the Ph.D. program in Applied Developmental Psychology. Should have completed Ph.D., demonstrate a strong record of research publications and funding. Search begins October 15, 2003 and continues until position is filled. Submit vita, personal statement, preprints/reprints, 3 letters of recommendation to: Developmental Search Chairperson, Department of Psychology, Claremont Graduate University, 123 E. Eighth Street, Claremont, California, 91711. http://www.cgu.edu

MOST FASCINATING STUDIES (CONT...)

(cont. from p. 4)

Society. A preliminary round of randomly sampled respondents first submitted up to three nominations for the "Most Fascinating Studies in Child Psychology." Then, based on frequency of nomination, a reduced list of 30 studies was distributed to a second round of randomly sampled respondents, who rank-ordered their top 5 most fascinating studies. In this article, I report the fruits of the membership's recommendations.

Once again adopting the Lettermanian presentation methodology, the top 20 most fascinating studies in child psychology published since 1950 are ...

20) Field, T.M., Schanberg, S.M., Scafidi, F., Bauer, C.R., Vega-Lahr, N., Garcia, R., Nystrom, J., & Kuhn, C.M. (1986). Tactile/kinesthetic stimulation effects on preterm neonates. *Pediatrics*, *77*, 654-658.

19) Thelen, E., & Ulrich, B.D. (1991). Hidden skills. *Monographs of the Society for Research in Child Development*, *56*(1, Serial No. 223).

18) Werker, J.F., & Tees, R.C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavior and Development*, *7*, 49-63.

17) Deloache, J.S., Miller, K.F., & Rosengren, K.S. (1997). The credible shrinking room: Very young children's performance with symbolic and nonsymbolic relations. *Psychological Science*, *8*, 308-313.

16) DeCasper, A.J., & Spence, M.J. (1986). Prenatal maternal speech influences newborn's perception of speech sounds. *Infant Behavior and Development*, *9*, 133-150.

15) Flavell, J.H., Green, F.L., & Flavell, E.R. (1987). Development of knowledge about the appearance-reality distinction. *Monographs of the Society for Research in Child Development, 51(1, Serial No. 212).*

14) Gottlieb, G. (1993). Social induction of malleability in ducklings: Sensory basis and psychological mechanism. *Animal Behaviour*, *45*, 707-719.

13) Melzoff, A.N. (1977). Imitation of facial and manual gestures by human neonates. *Science*, *198*, 75-78.

12) Hubel, D.H., & Wiesel, T.N. (1965). Receptive fields of cells in striate cortex of very young, visually inexperienced kittens. *Journal of Neurophysiology*, *26*, 944-1002.

11) Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

10) Brown, R. (1973). *A first language: The early stages*. Cambridge, MA: Harvard University Press.

9) Bandura, A., Ross, D., & Ross, S. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, *63*, 375-382.

8) Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.

7) Chi, M.T.H. (1978). Knowledge structures and memory development. In R.S. Siegler (Ed.), *Children's thinking: What develops?* Hillsdale, NJ: Erlbaum.

6) Suomi, S.J., & Harlow, H.F. (1972). Social rehabilitation of isolate-reared monkeys. *Developmental Psychology*, *6*, 487-496.

5) DeCasper, A.J., & Fifer, W.P. (1980). Of human bonding: Newborns prefer their mother's voices. *Science*, *208*, 1174-1176.

4) Elder, G.H., Jr. (1974). *Children of the Great Depression: Social change in life experience*. Chicago: University of Chicago Press.

3) Werner, E.E., & Smith, R.S. (1989). *Vulnerable but invincible: A longitudinal study of resilient children and youth*. New York: Adams-Banister-Cox.

2) Gibson, E.J., & Walk, R.D. (1960). The "visual cliff." *Scientific American*, *202*, 64-72.

and the Number 1 most fascinating study in child psychology published since 1950 was…

1) Harlow, H., & Harlow, M. (1965). The affectional systems. In A. Schrier, H. Harlow, & F. Stollnitz (Eds.), *Behavior of non-human primates*. New York: Academic Press.

MILLENIUM FELLOWS PROGRAM (CONT...)

(cont. from p. 2)

to the various opportunities and pathways available to them. During the preconference activities the Fellows attended a presentation on career options in the field of child development, a tour of the University of South Florida and visit with the faculty, a dinner during which they met their Senior Mentors, a poster session of research by Head Start Graduate Student Research Grantees and Millennium Fellow Junior Mentors, and a getting into and financing graduate school panel discussion. They also heard from distinguished members of our society about their own career paths and successes. During the conference the Fellows were given a chance to shadow their Senior mentors, hopefully establishing the beginning of a solid mentoring relationship.

Pre- and post- program evaluations indicate that the aim of the program to expose minority students to their prospects in the field of Child Development was successfully achieved. In particular, the Fellows expressed in their feedback that they found the relationships with their mentors (both juniors and seniors) very helpful, as well as the networking opportunities and the exposure to so many different types of research.

We would like to thank SRCD, the Foundation for Child Development and the W.T. Grant Foundation for their continuous support, which has helped to secure the existence and success of this program. Thanks are also extended to the Fellows for their enthusiasm and motivation, to the many SRCD members who participated in the preconference meeting and to the Junior and Senior Mentors for their unique contributions. We hope that the program held during the biennial meetings is just a catalyst for ongoing mentoring relationships that foster not only the fellow's success in getting into graduate school but also lead to a successful academic career in child development.

If you have any questions about the program or would like to participate in the next Millennium Fellows Program, to be held in Atlanta at the 2005 SRCD Biennial Meeting, please contact Cynthia_Garcia_Coll@brown.edu for more information.

MEMOIRS

Eleanor Jack Gibson
1910 – 2002

Eleanor (Jackie) Gibson died on 30 December, 2002 in Columbia, South Carolina, shortly after her 92nd birthday. She was one of the most important psychologists of the 20th century, a mentor and cherished friend to generations of students and colleagues, and a devoted wife, mother and grandmother.

Eleanor Jack was born in Peoria, Illinois where she lived until she took up her undergraduate studies at Smith College, a place, she has written "where women were not only permitted but encouraged to be scholars, even scientists" (1980, p. 240). Kurt Koffka was a member of the faculty, but a far more profound influence on her was that of James J. Gibson who became a junior faculty member as she became a psychology major. Many years later, when each was a world-renowned scholar, he wrote about their long colleagueship in a piece titled: A Note on E.J.G. by J. J. G. – "We have collaborated on occasion, but not as a regular thing. And when we did, we were not a husband-and-wife 'team,' God knows, for we argued endlessly. The popular concept of a married pair of scientists working harmoniously together is a sentimental stereotype in which the wife is a 'helper.' We have been influenced by different people, but not different enough to make us go in separate ways..." He concluded, "When it is assumed that whatever one Gibson says, the other will agree to, we are annoyed, for it isn't so. On the other hand, if anyone should try to refute one of us by quoting the other, we should get even more annoyed. That may not be logical, but that is a fact" (1979, p. xiii).

After Smith, Jackie went to Yale, intending to pursue Ph.D. study doing animal behavior research with Robert Yerkes. However, at their first meeting, Yerkes informed her that he did not permit women to work in his laboratory. Instead she worked with Clark Hull and did her dissertation research on principles of conditioning applied to verbal learning. The concepts of generalization and, especially, differentiation, fundamental in all her subsequent work, first began to be clarified in her dissertation.

By 1950 the Gibsons, now including son Jerry and daughter Jean, had moved to Cornell and Jackie embarked on comparative studies of learning with a new species, young goats. In due course, she made an observation that foreshadowed some of her most well-known research: Newborn kids, genetically related to mountain dwellers but never having experienced a drop-off, would stand motionless on a small platform several feet from the ground. Students the world over now learn about the elegant systematic "visual cliff" studies (conducted with Richard Walk and Thomas Tighe) about the emergence of sensitivity of the young of many species to information for a drop-off.

During the 1960's, Jackie's research was concentrated on perceptual development and learning during childhood, especially in the context of the acquisition of reading skill. By now her ideas about the new kind of learning she defined as perceptual learning were becoming clear, and the outlines of her theory of perceptual development were evident. Of course, perceptual learning wasn't something she invented; all perceiving creatures have always done it, but she was the first to describe what it is, and she led the way for decades in understanding it. At the end of this period, she wrote the book *Principles of Perceptual Learning and Development* (1969) in which she first laid out her new theory of perceptual development in detail.

The research on reading led to another book, *The Psychology of Reading* (1975), written with Harry Levin, this one about the processes of perceiving and learning that go into becoming a skilled reader. Then Jackie turned to new questions.

The concept of affordances had been introduced widely in James Gibson's last book (*The Ecological Approach to Visual Perception*, 1979) although it had been evolving for many years. Jackie's first paper on the affordance concept was titled "The concept of affordances in development: The renascence of functionalism" (1982) and the title captures well her point of view, for a focus on the adaptive, functional nature of behavior always characterized her thinking. For the next two decades, she focused on the development of perception during infancy, investigating how emerging action systems in young humans promote discovery and learning about relevant affordances of the environment. At the end of this period she wrote *The Ecological Approach to Perceptual Learning and Development* (2000) with Anne Pick, a book presenting the theory of perceptual development as it has evolved, and incorporating much of the recent research on perceptual development in infancy as it pertains to the theory.

She was, of course, the recipient of many honors and awards, among them honorary doctorates from her two alma maters – Smith College and Yale University, membership in the National Academy of Sciences, and the National Medal of Science, the nation's highest scientific honor.

Although she was never presented with a formal "mentor" award, those of us who were her students can attest that there were significant attributes of her science, her scholarship and her personal demeanor that are not reflected in her numerous honors and awards and that profoundly influenced what we learned from her and what we have aspired to in our own careers. Her science was characterized by rigorous and clever experimental design, attention to detail in experimental procedures, and a profound concern for

(cont. on p. 7)

MEMOIRS

(cont. from p. 6)

the conceptual and theoretical bases of the problem being investigated. As Elizabeth Spelke wrote in the foreword to Jackie's intellectual autobiography *An Odyssey in Learning and Perception* "Eleanor Gibson sees the problems of perceiving, acting organisms so clearly, and she has always had such a firm sense of how to practice psychology as a science." (1991, p. xiv). She had an unusual knack for taking a student's most ill-formed idea, pondering it for a while, and then returning it and the credit for it – barely recognizable as it had been elaborated, clarified, and often made precise as an elegant plan for a study. Her standards were very high and she taught by example while generously sharing the credit.

Even as her health was failing and her energies greatly diminished, she eagerly read and incisively commented on manuscripts or new publications. Her memoir *Perceiving the Affordances: A portrait of Two Psychologists* (2002) appeared just months before her death; her work in progress, a mystery novel, remains unfinished. She was a passionate, respectful and humane citizen of academia as well as a brilliant scholar.

Eleanor Gibson is survived by her sister Emily, her daughter Jean and son-in-law David, her son Jerry and daughter-in-law Lois, and grandchildren Elizabeth, Eli, Michael and Jonathan.

Anne D. Pick, *University of Minnesota, Institute of Child Development*

SRCD Book Authors/Editors

SRCD Members are invited to notify the **Developments Office** or editor about your new publications. These will be listed in the newsletter.

Changing roles and a new face

Thelma Tucker, a mainstay on the staff of SRCD, has shifted to new duties and will turn over her duties as Managing Editor of *Developments* to Bridget Ehart. Over the 12 years that Thelma has served on SRCD staff, she has taken on many roles: as coordinator of the biennial schedule, organizer of the SRA conference, and myriad other tasks. As Managing Editor she handled the newsletter's budget, layout, and advertising copy.

Beginning with this issue, Bridget Ehart, a newcomer to the SRCD office, will take on this role. This editor appreciates greatly the service and assistance that Thelma has provided and recognizes her competence and commitment to getting the newsletter out to members. I am delighted to welcome Bridget and look forward to her partnership in providing this important SRCD service.

JOB ANNOUNCEMENT

GUSTAVUS.
GUSTAVUS ADOLPHUS COLLEGE

Department of Psychology

Gustavus Adolphus College invites applications for a tenure-track position of Assistant Professor in the Department of Psychology to begin September 1, 2004. We seek candidates who have successfully completed the doctorate in either Developmental or Cognitive Psychology. The department is most interested in candidates whose work examines developmental issues of cognitive, perceptual, or affective processes.

The successful candidate will be responsible for teaching courses in either Developmental or Cognition, as well as intermediate courses and upper level seminars in his/her area of specialization, and should be able to involve undergraduates in his/her program of research. Candidate also will be called upon regularly to share in the teaching of General Psychology, Research Methods in Psychology, and Statistics.

To apply, send letter of application, curriculum vitae, statements of teaching philosophy and research interests, and three letters from professional references and supporting materials to: Dr. Richard Martin, Chair, Department of Psychology, Gustavus Adolphus College, 800 West College Avenue, St. Peter, MN 56082-1498
www.gustavus.edu/oncampus/humanresources/index.cfm

Review of applications will begin on December 1, 2003, and continue until the position is filled. Gustavus Adolphus College is a coeducational, private, Lutheran (ELCA), residential, national liberal arts college of 2500 students. It is the policy and practice of the College to provide equal educational and employment opportunities for all. We specifically encourage applications from women, minorities, and persons with disabilities.

(cont. from p. 1)

only one of several initiatives from the executive branch, and a program was established within the National Institute of Health and Human Development (NICHD) in the early 1960s that created a network of institutes and centers focused on mental retardation and related disabilities; most were university based and included basic and applied research as well as training in many relevant disciplines. Some of the original centers still are functioning and receiving federal funding today, and most would agree that the overall impact has been extremely positive. During the 1990s, all of you are familiar with the National Day Care Study, which received support from many segments and has been following up a cohort of children from their early years in day care into their school years. Again, the administration and funding has been housed in NICHD, and the information learned has provided important insights both to theory and to policy.

At another level, there have been attempts to control the areas for which federal support is provided over the years. Perhaps the most notable occurred at the beginning of the administration of President Ronald Reagan, when the executive branch and some members of Congress attacked certain research in the social sciences. The professional community reacted quickly, and most of our organizations became involved. Two advocacy organizations were formed, The Consortium for Social Science Associations and the Federation for the Behavioral, Psychological and Cognitive Sciences. The efforts of these and other groups were largely successful and the potential crises in averting funds away from these fields were avoided. Both of these organizations are still in place, and SRCD is still a member of COSSA. Our Office for Policy and Communications in Washington, D.C. works with staff from many other professional associations to remain on top of the myriad of issues that arise, often quickly and unpredictably.

John W. Hagen

Currently, we are involved in at least two major issues. One is the attempt by certain members of Congress to introduce intrusion in deciding which projects receive funds after the scientific review has occurred. Efforts are underway at several levels to thwart this totally unwarranted attempt. At another level, there are attempts to change priorities in allocations of funds, or to change the ways that funds are awarded, from the mechanisms such as RO1's and training grants, to other ways. Again, our staff is addressing these concerns and our Governing Council provides guidance as we deal with these potential threats to the research enterprise as it functions at the federal level.

While there are current concerns, it is important to recognize that we are at an exciting time in research in our fields. There are important breakthroughs and insights that are emerging that will impact what most of us do, from the biological end of the spectrum where the human genome project is just beginning to make an impact, to the cultural, where we have learned that all aspects of our work has to be considered within its context. Dr. Elias A. Zerhouni, who has been director of the National Institutes of Health for a year now, recently said, "Of all the sciences we have mastered as humankind, the one we are the least advanced in is life sciences. And I think it's going to be the core challenge of the 21st century" (interview, New York Times, 7/30/03). If he is correct, the work of our members will be at the cusp of the important new advances of the next decades, and it is even more important now that we remain actively involved in improving the systems that provide not only the funding, but the wherewithal, to foster our endeavors.

RESEARCH FUNDING OPPORTUNITIES

William T. Grant Scholars Awards

Each year the William T. Grant Foundation awards up to $300,000 ($60,000 per year for five years) to each of five post-doctoral, early career researchers from diverse disciplines. The grants fund research that increases knowledge about the factors that contribute to the successful development of young people ages 8-25.

Now in its 24th year, the William T. Grant Scholars Program promotes positive youth development by supporting original research on: (1) The effects of contexts (e.g., families, organizations, informal activities) on youth development, (2) Improving the systems, organizations, and programs that serve youth, and (3) The use of evidence by influential policymakers, practitioners, advocates, and members of the media, and their views of youth.

The application deadline for 2005 is July 1, 2004. For application guidelines, including expanded eligibility requirements, visit **www.wtgrantfoundation.org** or contact the Foundation. William T. Grant Scholars Program, William T. Grant Foundation, 570 Lexington Avenue, 18th Floor, New York, New York 10022-6837, Phone: 212-752-0071, Email: wtgs@wtgrantfdn.org.

CONTINUATIONS...

Report from the Washington Office

(cont. from p. 3)

children's development and mental health, including research regarding: domestic terrorism (e.g., Oklahoma bombing); unnatural disasters (e.g., break-up of the spaceshuttle Challenger); natural disasters (e.g., volcanoes); war (e.g., Persian Gulf War, Middle East conflict); trauma; media exposure to violence; coping; and resilience.

There clearly is awareness on the part of policymakers that further research is needed to fully understand the impact of terrorism for children's development and well-being. This is evident in the various federal reports that acknowledge the need for further research. In addition, there are a growing number of grants (some of which are focused on children) dedicated to increasing our understanding of the psychological impact of terrorism, violence, and post-traumatic stress, and to improving the availability and appropriateness of mental health services related to trauma. (See, for example, http://grants1.nih.gov/grants/guide/index.html.) Perhaps the increased awareness on the part of policymakers into the mental health needs associated with our current age of terrorism, including prevention of long-term difficulties, may work to advance legislation for Mental Health Parity. We will write about this issue in a subsequent column.

SRCD Monographs

(cont. from p. 9)

Willis Overton

other libraries around the world. For example, in 2003, faculty in nearly 800 institutions beyond the institutional subscribers can access Blackwell journals online, including *Monographs*, because their libraries belong to a consortium which has purchased online access rights. This includes a number of libraries in less developed regions, such as Africa and Eastern Europe. Many libraries also access the journal via select online databases - again this includes an increasing number of libraries in the developing world, as well as libraries in community colleges and other sectors.

Keep in mind here also that if you were to publish your work simply as a book it would not be a peer- reviewed archival publication. With *Monographs* you get both a peer-reviewed publication and a book in one package. Clearly with this kind of distribution one can expect *Monographs* to have a significant impact on the field. This is born out by the fact that, according to the *Journal Citation Reports — Social Science Edition*, the SRCD *Monographs* is the top-ranked publication among all 49 developmental psychology publications.

Monographs is now accepting submissions for the 2004 volume. We invite submissions from authors with potential manuscripts containing a series of related studies that present a strong conceptual and empirical advance to our knowledge of development. The general criteria for acceptance as a Monograph are contained in the statement of Editorial Policy found in the back of any recent issue. The essence of this statement reads: The *Monographs* series is devoted to publishing developmental research that generates authoritative new findings and uses these to foster fresh, better integrated, or more coherent perspectives on major developmental issues, problems, and controversies. The significance of the work in extending developmental theory and contributing definitive empirical information in support of a major conceptual advance is the most critical editorial consideration.

Manuscripts should be no briefer than a minimum of 80 pages (including references and tables). An upper limit of 200 pages is currently more flexible. We encourage submissions from countries outside of North America as well as within North America. If you'd like more information about *Monographs*, please visit our web site at http://astro.temple.edu/~overton/monosrcd.html As you will find there, I am always happy to respond to potential authors' queries and provide feedback on submission proposals. My email address is overton@temple.edu.

Children and Terrorism Fact Sheets

The American Psychological Association (www.helping.apa.org); the National Association of School Psychologists (www.nasponline.org/NEAT/children_war_general.html) the American Psychiatric Association (www.psych.org); the American Academy of Child and Adolescent Psychiatry (www.aacap.org/press_releases/2003); the National Mental Health Association (www.nmha.org/reassurance); the National Institute of Mental Health (www.nimh.nih.gov/publicat/violence.cfm); the National Center for Post-Traumatic Stress Disorder (www.ncptsd.org/facts/disasters/fs_children_disaster.html); the National Center for Children Exposed to Violence (www.nccev.org/violence/children_terrorism.htm); Zero to Three (www.zerotothree.org); the National Association for the Education of Young Children (www.naeyc.org); the National Institute on Media and the Family (www.mediafamily.org/facts/tips_helpingkidscope.shtml); and Psychologists for Social Responsibility (www.psysr.org/kids.htm).

MEMBER NEWS

New Books by SRCD Members

Clark, Eve V. (2003). *First Language Acquisition*. Cambridge, UK: Cambridge University Press.

Mash, E. J., & Wolfe, D. A. (2002). *Abnormal Child Psychology* (2nd ed.). Belmont, CA: Wadsworth.

Mash, E. J., & Barkley, R. A. (Eds.). (2003). *Child Psychopathology* (2nd ed.). New York: Guilford.

Pasek, Kathy Hirsh, & Golinkoff, Roberta Michnick, Eyer, Diana (2003). *Einstein Never Used Flash Cards: How Our Children Really Learn and Why They Need to Play More and Memorize Less.* Emmaus, PA: Rodale Press.

Rogoff, Barbara (2003). *The Cultural Nature of Human Development*. New York: Oxford University Press.

Rogoff, Barbara, Turkanis, Carolyn Goodman, & Bartlett, Leslee (2001). *Learning Together: Children and Adults in a School Community.* New York: Oxford University Press.

SRCD Contact Information

Membership & Website:
Tel: (734) 998-6524
Fax: (734) 998-6569
Email: bnehart@umich.edu

Biennial Meeting Program:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: tetucker@umich.edu

Permissions & Exhibits:
Tel: (734) 998-6578
Fax: (734) 998-6569
Email: swansonb@umich.edu

A Contribution to SRCD!

SRCD wishes to thank the National Institute of Child Health and Human Development (NICHD) Early Child Care Research Network for their wonderful donation. The NICHD Early Child Care Network is compiling a volume of abridged papers from their recent study published in the July/August issue of *Child Development*, "Does Amount of Time in Child Care Predict Socioemotional Adjustment?" (Volume 74, Number 4). The Network has decided to donate half of the royalties from the sale of the volume to SRCD. The Society is grateful and wishes to thank the following participating invesitgators for their generous contribution: Virginia Allhusen, University of California, Irvine; Jay Belsky, Birkbeck University of London; Cathryn L. Booth, University of Washington; Robert Bradley, University of Arkansas, Little Rock; Celia A. Brownell, University of Pittsburgh; Margaret Burchinal, University of North Carolina, Chapel Hill; Susan B. Campbell, University of Pittsburgh; K. Alison Clarke-Stewart, University of California, Irvine; Martha Cox, University of North Carolina, Chapel Hill; Sarah L. Friedman, NICHD, Bethesda, Maryland; Kathyrn Hirsh-Pasek, Temple University; Renate Houts, Research Triangle Institute, Research Triangle, NC; Aletha Huston, University of Texas, Austin; Jean F. Kelly, University of Washington; Bonnie Knoke, Research Triangle Institute, Research Triangle, NC; Nancy Marshall, Wellesley College; Kathleen McCartney, Harvard University; Frederick Morrison, University of Michigan; Marion O'Brien, University of North Carolina at Greensboro; Margaret Tresch Owen, University of Texas, Dallas; Chris Payne, University of North Carolina, Greensboro; Deborah Phillips, Georgetown University, Washington, DC.; Robert Pianta, University of Virginia; Wendy Robeson, Wellesley College; Susan Spieker, University of Washington; Deborah Lowe Vandell, University of Wisconsin, Madison; Marsha Weinraub, Temple University.

Focus On (cont from p. !)

after it is accepted for publication. The following conditions would prevail:

- The posted article must carry an SRCD copyright notice and include a link to the journal home page.
- Further, the posted article must include the following statement: "This article may not exactly replicate the final version published in the SRCD journal. It is not the copy of record."
- SRCD does not permit archiving with any other repositories and does not provide electronic copies of the published version for this purpose. Authors are not permitted to scan in the published version.

MILESTONES

Frances Degen Horowitz and her husband Floyd Horowitz danced with family and friends this past June as they celebrated their 50th wedding anniversary.

John Ogbu died on August 20, 2003. John became a member of SRCD in 1981. Born in 1939 in a small town in eastern Nigeria, he went on to receive his PhD in anthropology in 1971 from the University of California, Berkeley. His work concentrated on the intriguing intersection of anthropology and education.

Paul Pintrich died suddenly of a massive stroke while riding his bike on July 12, 2003 at the age of 49. As a long time member of the University of Michigan community, he earned is Ph.D. in 1982 from the university, and went on to become an esteemed Professor of Education and Psychology and the Chair of the Combined Program in Education and Psychology. He joined the SRCD in 1976.

ANNOUNCEMENTS

New address for the National Center for Children in Poverty (NCCP) The NCCP, Columbia University, Mailman School of Public Health, has moved to: 215 West 125th St., 3rd Floor, New York, New York, 10027-426. Tel: 646/284-9600, fax: 646/284-9623, www.nccp.org

18th Biennial Conference on Human Development (CHD 2004) will be held in Washington DC, April 23-25, 2004. Invited speakers include Adele Diamond, Jacqueline Goodnow, Fred Morrison, and Ross Thompson. For more information, see http://adp.gmu.edu/CHD2004, or contact Adam Winsler awinsler@gmu.edu, 703/993-1881.

Creating Environments for Change in Early Childhood Education The 2003 Velma E. Schmidt Conference on December 5, 2003 at the University Union on the University of North Texas campus in Denton,Texas. To receive registration information, including fees and deadlines, call 940-565-4477 or email Jaime Thomson at thomson@unt.edu. More information is available on SuccessForLife.org/conferences.html.

Call for Papers, Symposia and Posters: The Jean Piaget Society invites program submissions for the 34th Annual Meeting in Toronto,Ontario, Canada, June 3-5, 2004. This year's theme: Social Development, Social Inequalities, and Social Justice. Submissions that do not address the program theme are welcome. Deadline is November 15, 2003. Please visit the Jean Piaget Society website http://www.piaget.org for submission details and on-line forms, or write to: Colette Daiute, The Graduate Center, CUNY, 365 Fifth Avenue, New York, NY 10016, cdaiute@gc.cuny.edu

National Institutes of Child Health and Human Development (NICHD) 40th Anniversary NICHD is celebrating its 40th anniversary this year. There will be a scientific symposium on September 8th in honor of this special event. For more information on how NICHD is marking this occasion, please see: http://156.40.88.3/40th/40thactivities.htm

National Science Foundation (NSF) two-year postdoctoral research and training fellowship The two-year postdoctoral research and training fellowship in the social and behavioral sciences are primarily for underrepresented minority scientists within four years of receipt of their doctoral degree. Applicants must be U.S. citizens, nationals, or lawfully admitted permanent residents and recipients of the doctoral degree within the past 4 years. The fellowships are designed to permit Fellows to choose a sponsoring scientist and a research/training environment most beneficial to their scientific development. Applications due the 1st Monday of December. For additional information, see the NSF Program Announcement 00-139 at http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf00139. The contact for the program is John Perhonis (jperhoni@nsf.gov) (703-292-7279).

Classified Advertising

Quantitative Developmental Methodology Position

Applications are being accepted for an academic year (9-month), tenure-track appointment in quantitative developmental methodology at the Assistant Professor level with a joint appointment in the Experiment Station. Fiscal year term employment (i.e., 11-month appointment) will be offered and continued based on academic personnel review. Faculty advise and teach at the undergraduate and graduate levels.

Candidates will be expected to teach and develop a research program that focuses on the application of advanced quantitative methods in human development research. More specifically, we are seeking someone who has expertise in longitudinal statistics, the assessment of developmental processes, and in modeling developmental pathways or trajectories of change. This incumbent will participate in the campus-wide Center on Quantitative Social Science Research and guide graduate student research.

Candidates must hold an earned Doctoral or equivalent degree in Human Development, Psychology, Sociology, or related field, and develop a record of research in cognitive, psychosocial, and/or biological development which may emphasize one or more phases of the lifespan. A strong commitment to quality teaching of longitudinal, human-development-related methods and statistics, at both the undergraduate and graduate levels is essential.

Human Development and Family Studies (HDFS) is responsible for an undergraduate degree program and forms the core faculty for both an M.S. degree program in Child Development and a Ph.D. program in Human Development. Research and teaching interests of HDFS encompass the life cycle from birth to old age. Faculty research includes projects ranging from those focusing primarily on contextual determinants of behavioral development to projects focused upon the organismic substrates of such growth. Faculty of HDFS are engaged in collaborative efforts with faculty from other campus departments such as Anthropology, Psychology, Nutrition, and Psychiatry, and with researchers from other University of California campuses as well as other universities in the United States and abroad.

Applicants should include statements outlining, in general, their plans for future research, detailing any special skills or training relevant to these plans, and their relevant prior teaching experience. A curriculum vita, official transcripts (for candidates within five years of the degree), representative reprints, and the names and addresses of four references should be sent to: Professor Xiaojia Ge, Chair, Search Committee for Quantitative Position, Department of Human and Community Development, University of California, One Shields Avenue, Davis, CA 95616, 530-754-9379 or 530-752-4370 (message)

Deadline for filing application materials is November 1, 2003, or until filled; appointment is anticipated for July 1, 2004.

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Editor
Pamela Trotman Reid
pamreid@umich.edu

Managing Editor
Bridget Ehart
bnehart@umich.edu

Memoirs Editor
Frances Degen Horowitz
fdhorowitz@gc.cuny.edu

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The newsletter publishes announcements, articles, and ads that may be of interest to members of the Society, as space permits.

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